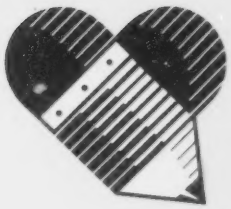

Supporting the *Social Dimension*

Grades 7–12

Resource Guide

for Teachers

Alberta LEARNING

Supporting the Social Dimension

A Resource Guide for Teachers—Grades 7-12

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Counsellors	
Parents	✓
General Public	

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Acknowledgements

Promoting social competence is an area of focus in the Government of Alberta's Safe and Caring Schools initiative. Social competence is a critical variable in developing respectful, responsible behaviours in students and future citizens. The intent of *Supporting the Social Dimension* is to promote social literacy, and provide teachers and parents with information and strategies to encourage social responsibility in students. This resource was developed in consultation with a committee of educators, parents and other stakeholders across the province. It is based on the premise that learner outcomes within programs of study require explicit attention to promote social literacy, safe and caring schools, and successful transitions from school to work and further learning.

Alberta Learning gratefully acknowledges the many teachers, other individuals and groups who provided advice and feedback over the course of the development of *Supporting the Social Dimension*, including the following:

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- Foothills School Division No. 38
- Red Deer School District No. 104
- Spectra Education.

Please note:

Some students may consider some of the activities in this resource intrusive. Educators using this resource should be aware of the sensibilities of their particular student population when selecting activities.

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What is social competence?

Within this resource, social competencies include:

- a range of skills individuals need to positively interact with others
- the ability to interpret and react to naturally occurring social situations, and abide by norms or rules governing behaviour
- skills and behaviours that are adapted and maintained over time, demonstrated independently, and repeated on a number of occasions and in different contexts.

Social competence is necessary in order for individuals to thrive in the complex environments of school, family and work. Social competencies involve both social skills and the behaviours used to demonstrate them. Social competence includes the ability to apply skills and behaviours in different environments. It applies to all areas of lifelong learning, and can be concurrently taught with academic skills. This resource helps integrate the teaching of social competence into instructional programs.

Supporting the Social Dimension provides support for the teaching and learning of social skills and behaviours across Alberta Learning's programs of study. It promotes increased understanding of what social competence and social literacy entail, and information and strategies to encourage and develop social responsibility in students.

This resource supports the premise that social skills are learned behaviours that need to be taught. This teaching is most effective when it happens within the context of academic skill development and integrated into the school and classroom curriculum. Critical to these premises is an understanding of the importance of action, behaviour, cognitive process and context in the development and improvement of social competence, and the teaching of social skills.

"Social competence is regarded as a composite of social skills and adaptive behavior. Socially competent individuals are those persons who engage in social skills behavior that leads to positive consequences during social interaction."

"Social competence relies on more than the ability to perform a social skill. The individual must read a situation correctly in order to identify the appropriate social skill, as well as be motivated to use it."

Elksnin & Elksnin,
1995, p. 3

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Who can use this resource?

This resource supports the development of social competencies across the secondary school curriculum by teachers, administrators, school staffs, community educators and parents.

Teachers may use this resource to:

- assist them in reinforcing and teaching social skills through programs of study
- identify areas of focus, examples and resources that emphasize the development of social competencies in their programs
- support the planning of integrated units and lessons that focus on the development of social competencies throughout programs of study
- provide consistent reporting on student acquisition and performance of social competencies
- communicate the level of social competencies demonstrated by students with colleagues and parents
- teach selected groups of students who lack the ability to demonstrate social competencies.

Administrators and school staffs may use this resource to:

- integrate and emphasize social competencies within programs of study and school activities
- encourage collaboration among teachers, counsellors, parents and community educators involved in school programs
- work with parents and community educators to reinforce and support the development of social competencies in family and community settings.

Community educators may use this resource to:

- integrate and align their programs with those offered in schools
- work with parents and teachers to reinforce and support the development of social competencies in family and community settings.

Parents may use this resource to:

- reinforce and support the development of social competencies in family and community settings.

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What is the purpose of this resource?

This resource supports the teaching of social competencies by:

- encouraging the development of responsible, caring, creative, self-reliant and contributing members of society
- facilitating effective and developmentally appropriate teaching of social skills and behaviours across multiple subject areas and contexts
- encouraging the development and maintenance of a safe and caring school environment that nurtures the social development of students and respectful, responsible behaviours
- reinforcing the skills, attitudes, values and behaviours of positive family, community and school life, and productive citizenship.

"Individuals who are high in social competence are considered to be able to meet the demands of everyday functioning and to be equipped to handle participation and responsibility for their own welfare and the welfare of others."

Gresham & Elliott, 1987, p. 168

This resource supports and emphasizes the teaching of social competencies by:

- highlighting social competencies for students from Grades 7–12
- providing activities linked to academic subjects that reinforce social competencies.

Additional benefits include:

- an explicit focus on social competency development and its assessment
- consistent and continuous instruction across grade levels
- a context that promotes social and emotional learning across the curriculum
- connections to school–career transitions, future study, work and citizenship.

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Using this resource to promote Safe and Caring Schools

Promoting social competence is an area of focus for the Alberta Government's Safe and Caring Schools (SACS) initiative. Social competence is a critical variable in developing respectful, responsible behaviours in students and future workers, and is integrated implicitly throughout various programs of study in Alberta.

This resource provides strategies for Grades 7–12 that support the goals and guiding principles of the Safe and Caring Schools initiative. The goals of the SACS initiative are to:

- identify and promote effective practices, programs and policies to prevent, respond to and correct any behaviour that is disruptive to teaching and learning
- ensure all schools are safe and caring.

The guiding principles of the SACS initiative are to:

- promote the best educational interests of students
- promote safe and caring schools and communities by using a multi-disciplinary approach
- develop strategies and programs for prevention, intervention, response and continuous evaluation
- have schools play a leadership role because of their tremendous potential to positively influence the lives of young people
- promote the development of responsible, caring and respectful members of a democratic society
- combine the efforts of government, school boards, school staffs, students, parents and community members to ensure Alberta schools are safe and caring as they strive toward academic excellence
- provide opportunities for active participation by all partners to ensure schools and communities are safe and caring.

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A Safe and Caring School is physically, emotionally and psychologically safe as characterized by:

- caring
- common values and beliefs
- respect for democratic values, rights and responsibilities; cultural diversity; law and order; and individual differences
- common social expectations
- clear and consistent behavioural expectations
- appropriate and positive role-modelling by staff and students
- effective anger-management strategies
- community, student and staff involvement (Alberta Learning, 1999).

"... it takes an entire community to raise a child. When children and youth feel isolated and have not formed positive relationships with others that allow them to develop prosocial and conflict-resolution behaviors, the stage is set for violence in the home, school and community. However, when entire communities work together to build a safe and caring environment and the child has a network of relationships that influence his or her behavior, violence is reduced, the quality of life for youngsters is improved and all members of the community benefit."

Alberta Teachers' Association, 1999, p. 11

In April 1996, the Alberta Teachers' Association was invited to become part of Alberta Learning's SACS initiative. The association established the ATA's Safe and Caring Schools project, a comprehensive violence prevention and character education program that encourages socially responsible and respectful behaviour. Through it, extensive resources have been developed to promote prosocial behaviour for teachers, students, parents and the community. These include:

- *Toward a Safe and Caring Classroom—ATA Resources for Integration, Kindergarten to Grade 6*, which provides lessons to help elementary teachers integrate violence prevention and prosocial skills into all subject areas
- *Toward a Safe and Caring Classroom Secondary Curriculum—Integrated Unit and Lesson Plans Web site*, which offers unit and lesson plans, micro-workshops and links to assist secondary teachers.

Assessment instruments, documents describing common attributes of safe and caring schools, and numerous booklets on topics related to violence have also been developed. Workshops and inservices for school staffs to support resource implementation and professional development are also available through the ATA's Safe and Caring Schools project. A community program consisting of a series of workshops for adults complements and supports the school program.

"Social skills ... are the specific strategies an individual uses to perform social tasks, and they allow one to behave in a manner that can be judged socially competent."

Walker et al., 1988, p. 1

In 2001, the provincial Safe and Caring Schools initiative introduced Phase II: Effective Behaviour Supports (EBS). EBS is designed to assist education partners and stakeholders in building capacity to effectively work with all students, including those with challenging behaviours. EBS is a carefully designed approach that:

- promotes prosocial behaviours while reducing the incidence and prevalence of problem behaviour in schools
- is individualized to meet the unique needs of school communities

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- is entirely focused on the identification of problem behaviours, strategies to prevent identified behaviours of concern and the use of data to evaluate the effectiveness of these strategies
- incorporate social skills training, specific behavioural interventions, and academic and curricular restructuring to address challenging student behaviours.

Phase III of the Safe and Caring Schools initiative will result in the infusion of SACS goals and objectives into provincial curriculum.

Please refer to the resource *Safe and Caring Schools: Teaching and Learning Resources* (Alberta Learning, 2002) for a list of helpful safe and caring schools authorized and recommended resources.

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Teaching social competencies in academic subject areas

The teaching and learning strategies presented in this resource correlate to Alberta Learning's programs of study to encourage the development of a consistent approach to teaching social competencies. The strategies reinforce social competence as an implicit and explicit part of every learning context.

This resource supports the explicit teaching of social competencies by providing grade level indicators of social competence, and ideas for teaching and learning strategies in different curricular areas. The strategies can be adapted to support social competency within core and optional programs of study.

Within the Grades 7–9 and Grades 10–12 sections, the social competencies are divided into focus areas. These focus areas are outlined in charts that provide three main areas of support:

- what to look for
- how to determine level of social competence
- how to support and reinforce this social competency across the curriculum.

"The approach and components of social skills instruction are fundamentally the same as academic instruction. ... In general, when teaching academic and social skills, teachers must be efficient in how they (a) design their instruction; e.g., specify learner outcomes, assess student performance relative to expected outcomes, select and design effective instructional sequences and materials; (b) present their instruction ... (c) arrange opportunities for students to practise ... (d) assess and evaluate student learning/performance ... and (e) provide informative feedback ..."

Sugai & Lewis, 1996, p. 4

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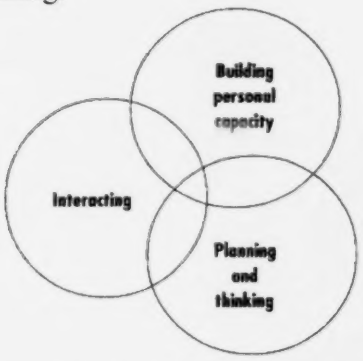
Social competency dimensions

This resource outlines 10 major social competency areas with links to Alberta Learning's programs of study. The social competency areas are grouped within three broad dimensions:

- building personal capacity
- interacting
- planning and thinking.



Within the three dimensions, these 10 guiding principles form the basis of social competence and skill development within and across the curriculum. These guiding principles are the organizers for the development of specific areas of focus for each social competency.

"Given that the main mission of the schools is seen as preparing students to become academically competent so they can become contributing members of our society, and that social skills instruction does have its conceptual variations ... we use a definition for social skills instruction by Fuller, Lewis and Sugai (1995): Direct and planned instruction designed to teach specific social behaviour that, when displayed by the student, results in positive judgments of social competence from peers and adults."

Sugai & Lewis, 1996, p. 2

Building personal capacity involves recognizing and developing personal capabilities in order to manage personal and social contexts. It includes:

1. self-development
2. risk management
3. lifelong learning
4. adapting to change.

Interacting involves developing interpersonal skills and processes. Communication skills are integrated within the context of working with others. This involves a focus on listening, speaking, reading and writing. It includes:

5. interpersonal communication
6. building community
7. teamwork.

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Planning and thinking involve applying cognitive skills and processes in social contexts, and in the development of personal capacity and interpersonal skills. It includes:

8. problem solving and decision making
9. finding information
10. creative thinking.

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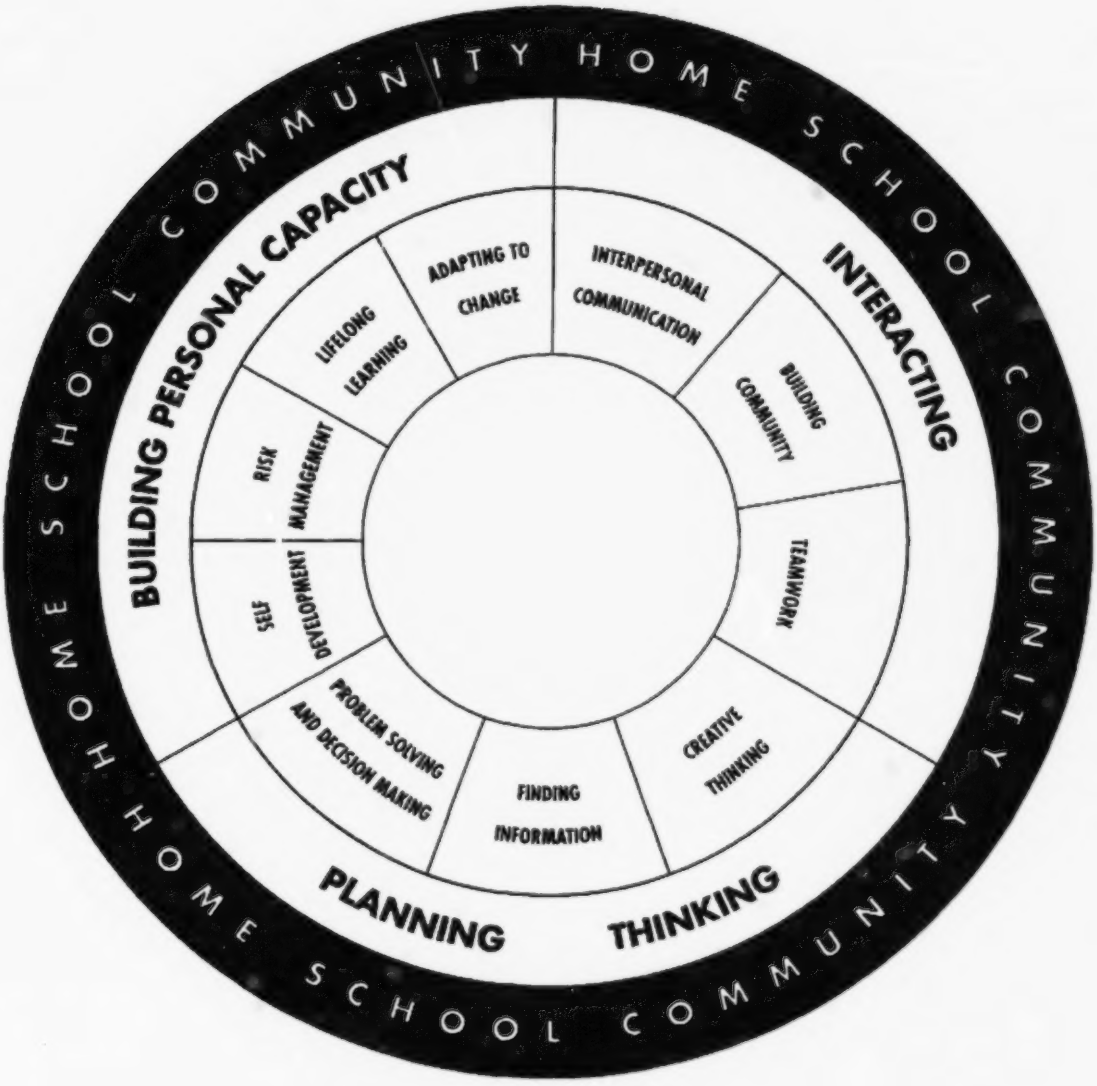
Integrating social competencies into the teaching and learning process



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Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Social Competency 2: Risk management

The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure.

Social Competency 3: Lifelong learning

The ability to develop self-knowledge about learning preferences, and recognize the importance of both formal and informal learning to the development of personal identity.

Social Competency 4: Adapting to change

The capacity to identify and access personal and community resources in order to respond to and deal with change effectively. Adapting to change also involves the formation of appropriate response skills, including the ability to deal with criticism and frustration, control aggression, accept consequences of behaviour, resolve conflicts, deal with stress and empathize.

Social Competency 5: Interpersonal communication

The development of effective communication skills, strengthening both verbal and nonverbal strategies which includes giving feedback, listening, using an appropriate tone and volume of voice, negotiating, apologizing, conversing, speaking, and seeking and giving help.

Social Competency 6: Building community

The development of interpersonal skills involved in building community through understanding and respecting others, which includes making friends; dating; being aware of others; dealing with authority figures; initiating interactions; interacting with strangers, adults, peers and co-workers; showing consideration; sharing and cooperating.

Social Competency 7: Teamwork

The ability to work as part of a team, accomplish group goals, and develop both interpersonal and response skills that include asserting oneself, making friends, being aware of and understanding others, dealing with authority figures, initiating interactions, receiving feedback, following directions, dealing with criticism, resolving conflicts and solving problems.

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Social Competency 9: Finding information

The ability to use strategies to locate various sources of information and assess the value of the information obtained in relation to problem solving in social contexts.

Social Competency 10: Creative thinking

The ability to use processes as observable behaviours that contribute to personal growth and as a component of the problem-solving or decision-making process.

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Using this resource

Teaching social competencies can be challenging. Integrating social skills instruction into curricula requires designing units of instruction and individual lessons to incorporate a number of factors. The following factors are adapted from *Assessment and Instruction of Social Skills* (Elksnin & Elksnin, 1995).

Recognize the importance of social competence and social skills
Make a commitment to focus on social competency development. Social skills and competencies can be acquired through direct teaching and modelling as well as through indirect emphasis on the social aspects of academic skill development.

Meet the unique and diverse needs of your students
Consider your students. Each group of students has its own dynamics and relationships. Each year can evoke different needs and considerations for teaching social skills and behaviours. There are many excellent resources that focus on discrete social skills teaching and development. See *Safe and Caring Schools: Teaching and Learning Resources* (Alberta Learning, 2002) for an annotated bibliography of authorized and recommended resources. These resources are a valuable source of information and techniques for focusing on the development of social skills. However, it is important to design your own program for integrating the teaching of social competencies into your classroom. This allows you to develop strategies that meet the unique and diverse needs of your students.

This resource contains ideas, activities and strategies for designing individualized programs to teach social competencies in the Grades 7–9 and Grades 10–12 sections. The strategies provide a starting point for ideas to support and reinforce social competencies for each focus area. These strategies link to one or more subject areas and support the development of skills inherent in each social competency.

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Consider multiple contexts

Consider many factors when assessing a student's level of social competence. Assessment should consider:

- the student's ability to get along with peers, without assuming a lack of social skills is the cause of peer rejection
- the social behaviours that are important to a particular setting that are not demonstrated by the student
- the use of cognitive skills that are required in social settings
- whether social skill deficits are related to acquisition (lacking ability and understanding of the social skill) or performance (inability or unwillingness to demonstrate the social skill)
- the internal and external factors and contexts that may affect the acquisition or performance of social skills.

Existing social skills and competencies can be hidden by a student's unwillingness or inability to demonstrate appropriate behaviour. If so, it is important to find out why a student cannot or will not demonstrate appropriate social behaviours.

There are a number of formal and informal instruments available to assess social competency. See *Achieving Quality: Final Report of the Education Quality Initiative* (Alberta Education, 1993) for examples of assessment strategies, and *Assessment and Instruction of Social Skills* (Elksnin & Elksnin, 1995) for listings of various assessment instruments. The summary charts included in this resource may also help with assessment.

This resource contains indicators to help determine, assess and communicate students' levels of competency. These indicators can be used as a starting point, along with other assessment instruments, to identify areas of need for social skills instruction, support and reinforcement. The indicators should be used in conjunction with multiple assessment techniques in order to identify students' levels of competency. These techniques include formal instruments as well as sociometric techniques, rating scales, checklists, interviews, behaviour observation and role-plays. The indicators in the charts that follow can be used to develop rating scales, checklists, interview questions and observation criteria appropriate for the developmental levels of your students.

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Identify the context of the curriculum
Examine the curriculum and consider those areas that lend themselves to a focus on social skill development and the reinforcement of student behaviours that develop social competency. Keep in mind that social competency involves teaching a social skill and the resulting behaviour that demonstrates the ability to use the social skill.

Links to various core curricular areas can be found in the Grades 7–9 and Grades 10–12 sections. These links cross reference different curricular areas in the Alberta programs of study.

Integrate
Social skills and competencies should be taught in the same way academic skills and competencies are taught. The academic setting provides the context for meaningful and relevant instruction of social skills. Just as good teaching involves setting contexts, modelling, practice, instruction and feedback, so does social skills teaching.

Collaborate
Parents and school councils are critical in promoting social competency across different contexts. Consider developing approaches that include assigning homework specific to social skill development, emphasizing or focusing on social skills in school-wide and community environments, and talking with parents about using family and community contexts to practise and reinforce social competencies. Effective social skills assessment and instruction require that all individuals significant in children's lives be involved.

The following checklists may be used to assess students' social skills.

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Summary charts

Building personal capacity

Student's name:	DEMONSTRATES INDEPENDENTLY	DEMONSTRATES WITH ASSISTANCE	DEMONSTRATES WITH DIRECT TEACHING AND SUPPORT
1. Self-development Uses personal assessment and planning strategies to demonstrate personal commitment to growth and learning			
Identifies and analyzes the components and effects of personal health and well-being			
Identifies and applies acceptable and appropriate behaviours relating to personal presentation and manners			
Identifies and applies personal sense of ethics and positive values about self and others			
Identifies and applies understanding of accountability to self and others			
2. Risk management Uses strategies for personal safety and safety of others as part of self-management			
Identifies risks to self, others and environment			
Understands and applies strategies to respond to crisis within self, others and environment			
Uses planned risk-taking strategies for personal growth and empowerment			
3. Lifelong learning Uses personal assessment and self-management strategies to demonstrate commitment to self-directed learning			
Identifies and applies knowledge of self and learning strategies to interactions with others			
Uses strategies and resources to assess own learning attributes and commitments in personal, academic and social contexts			
4. Adapting to change Identifies external and internal factors that influence personal growth and development			
Describes and applies personal coping and response skills in multiple contexts			
Identifies and applies strategies that establish priorities and support personal growth			
Shows commitment to personal and social responsibilities, goals and ethics			
Identifies and accesses various sources of personal and social support			

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Interacting

Student's name:	DEMONSTRATES INDEPENDENTLY	DEMONSTRATES WITH ASSISTANCE	DEMONSTRATES WITH DIRECT TEACHING AND SUPPORT
5. Interpersonal communication Uses effective communication skills and strategies with others			
Identifies and uses social norms, values and strategies for building effective relationships			
Contributes to group processes through effective interpersonal communication and group relationships			
Identifies and applies negotiation and consensus-building strategies			
6. Building community Demonstrates appropriate social-interaction skills and positive values to reflect courtesy and respect			
Identifies, accepts and respects values and beliefs of others			
Participates in and respects community activities and common goals			
7. Teamwork Identifies pressures placed on teams in varying contexts			
Works independently and cooperatively to contribute to team goals			
Identifies and applies the processes and expectations involved in developing leadership skills			

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Planning and thinking

Student's name:	DEMONSTRATES INDEPENDENTLY	DEMONSTRATES WITH ASSISTANCE	DEMONSTRATES WITH DIRECT TEACHING AND SUPPORT
8. Problem solving and decision making Identifies and defines problems in a variety of social contexts			
Understands the context of a problem			
Uses effective strategies to solve problems and make informed decisions in a variety of social contexts			
Implements decisions			
Uses strategies to evaluate the results of decisions in a variety of social contexts			
9. Finding information Uses strategies to find information to solve problems and make decisions in social contexts			
Uses strategies to locate and assess information relevant to the social context			
Uses information relevant to the social context			
10. Creative thinking Explores options for creative thinking strategies in social contexts			
Develops ideas through creative thinking strategies			
Applies ideas and creative thinking strategies to social contexts			

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Planning to teach social competencies

Unit focus Identify the major focus and sections of the unit you want to teach or are already teaching in your program

Concepts List the knowledge outcomes and major concepts from the program of studies

Skills List the different skills from the program of studies that are emphasized in this unit

Attitudes and dispositions List the attitudes and dispositions from the program of studies that are part of this unit

Social competencies to integrate List the social competencies that support the concepts, skills, attitudes and dispositions of your unit

Activities Outline the academic and social skill activities that address the academic outcomes and social competencies

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Supporting and reinforcing social competencies in Grades 7-9 and Grades 10-12

Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Focus on

Personal growth and goal-setting strategies

Uses personal assessment and planning strategies to demonstrate personal commitment to growth and learning

Health and well-being

Identifies and analyzes the components and effects of personal health and well-being

Appearance and manner

Identifies and applies acceptable and appropriate behaviours relating to personal presentation and manners

Ethical behaviour

Identifies and applies personal sense of ethics and positive values about self and others

Accountability

Identifies and applies understanding of accountability to self and others

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Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Focus on

Personal growth and goal-setting strategies

Uses personal assessment and planning strategies to demonstrate personal commitment to growth and learning

What to look for

- Uses personal understanding of characteristics, strengths and talents to set personal goals
- Self-monitors personal learning and achievement
- Is willing to improve ability to accept responsibility through self-initiative and effort

Determining the level of social competence

Demonstrates independently

- Sets and accomplishes two or more goals
- Requests assistance when needed
- Takes initiative in learning

Demonstrates with assistance

- Can set goals but requires assistance and support
- Requires encouragement to request appropriate assistance
- Requires reminders and assistance in taking initiative

Demonstrates with direct teaching and support

- Needs direct suggestions to set goals
- Requires structured assistance and support to monitor goals
- Requires routine structure for self-initiative

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Focus on

Personal growth and goal-setting strategies

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Encourage students to use daily agendas throughout the school year. Personalize the agendas to reflect school, classroom and personal goals, and priorities.

- All subjects

Have students work in small groups to develop an action plan for completing group assignments. Include goals, dates, objectives, outcomes and who is responsible for completion of each task.

- All subjects

Have students work individually to develop their own visions of excellence. Ask them to expand their visions into personal growth plans. The plan can consist of a simple chart with one column for specifying the goals necessary to obtain their visions, and another column for ways to achieve those goals.

- Health and Life Skills, Social Studies, Physical Education, Language Arts

Have students work individually or in pairs to develop an illustrated list or mind map that inventories their interests and strengths as well as their responsibilities.

- Health and Life Skills, Physical Education

Ask students to outline the tasks and timelines required to complete individual and group assignments.

- All subjects

Teach students how to keep daily logs that focus on what they have learned that day. Use four or five minutes at the end of each class to record timelines and goals for assignments and tasks.

- All subjects

Have students develop acronyms for their names or the names of other students, that describe their positive attributes and abilities.

- Health and Life Skills, Physical Education

Ask students to discuss what is in a name. How would they feel if someone never referred to them by their first name? How do they feel when people call them different names? What first name would they have chosen for themselves? Why?

- Health and Life Skills, Language Arts

Ask students to develop personal portfolios describing themselves; e.g., personal data, strengths, weaknesses, likes, dislikes, family structure, accomplishments and future goals.

- Health and Life Skills, Language Arts

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Have students create advertisements for admirable people. What qualities would they have? Ask students to compare their advertisements, with others to identify personal qualities that we value in others.

- Health and Life Skills, Language Arts, Physical Education

Have students identify role models for themselves; e.g., parent, sibling, friend, teacher. Have students write letters of thanks highlighting the values and character traits they appreciate, and the influence these people have had on the students' growth and development. If students are comfortable doing so, they can mail their letters.

- Health and Life Skills, Language Arts

Ask students to identify someone they admire, list his or her qualities and identify ways to let that person know.

- Health and Life Skills, Language Arts, Social Studies

Have students work in small groups to research a saint or historical figure and discover the qualities that made that person admired or revered. Have groups consider: What do these people have in common? How are they different? How does learning about other people's qualities encourage personal growth?

- Health and Life Skills, Language Arts, Social Studies

Provide a class list to students. Have them reflect on a positive quality about each class member; e.g., action, skill or deed. Ask students to identify something they admire, appreciate or like. Compile the responses and provide the class with anonymous results. Share and celebrate the positive attributes of the class.

- Health and Life Skills, Language Arts, Physical Education

Have students discuss the stages of developing independence from toddlers to teenagers to adults. What helps individuals develop independence at each stage of life? What hinders development?

- Health and Life Skills, Science

Have students discuss the importance of setting priorities. Ask them to consider: What would happen to their marks if they didn't set priorities? Have them make a rough draft of all the things they have to do at school in one day. Identify what is or is not important. Keep track of priorities throughout the day. Reflect on what they were or were not able to accomplish.

- Health and Life Skills, Language Arts

Use a whole class discussion format to introduce the importance of developing skills to help self and others. Have the class imagine a brand new world or planet where everyone wants to go. Brainstorm as a class what this new world would need first. Who is required to build or create what is needed? Who is required to govern or oversee the development? Organize what is needed by job, or by skills and talents to build shelter, grow food and protect people. Discuss the biggest challenges in organizing this new world.

- Social Studies, Language Arts

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Focus on

Personal growth and goal-setting strategies

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students use daily agendas throughout the school year. Personalize the agendas to reflect school, classroom, work and personal goals, and priorities.

- All subjects

Have students work in small groups to develop an action plan for completing group assignments. Include goals, dates, objectives, outcomes and who is responsible for completion of each task.

- All subjects

Have students work individually to develop their own visions of excellence. Ask them to expand their visions into personal growth plans. The plan can consist of a simple chart with one column for specifying the goals necessary to obtain their visions, and another column for ways to achieve those goals.

- Career and Life Management, Social Studies, Physical Education, English

Have students work individually to develop a list or mind map that inventories their interests and strengths, and compare them to their current activities and involvements.

- Career and Life Management, Physical Education

Ask students to integrate a list of tasks and timelines required to complete individual and group assignments into their daily agendas.

- All subjects

Have students keep daily logs that focus on goal setting. Use four or five minutes at the end of each class to set goals for assignments and tasks.

- All subjects

Have students identify role models for themselves; e.g., parent, sibling, friend, teacher, coach, boss. Have students write letters of thanks highlighting the values and character traits they appreciate, and the influence these people have had on the students' growth and development. If students are comfortable doing so, they can mail their letters.

- Career and Life Management, English

Have students work in small groups to research a literary or historical figure and discover the qualities that made that person admired or revered. Have groups consider: What do these people have in common? How are they different? How does learning about other people's qualities encourage personal growth?

- Career and Life Management, Social Studies, English

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Ask students to create designs for personal portfolios that could be used for job hunting or to apply to post-secondary institutions. They could include personal data, academic record, employment experiences, strengths, weaknesses, likes, dislikes, accomplishments and future goals. Have students collect information to start their own portfolios and maintain them on a monthly basis.

- Career and Life Management, English

Have students write position papers on the importance of setting priorities. Ask them to consider: What would happen to their grades if they didn't set priorities? Have them make a rough draft of all the things they have to do at school in one day. Identify what is or is not important. Keep track of priorities throughout the day. Reflect on what they were or were not able to accomplish.

- Career and Life Management, English

Assign groups of students to research historical figures or important people who made a difference in the world through actions on issues; e.g., women's right to vote, advocate for the poor or children's rights. List ways that people can make a difference. Have each group discuss how their research can be used to identify actions that make a difference to others around them and the world. Have students individually list personal abilities, interests and possible actions on an issue that interests them.

- Career and Life Management, Social Studies, English

Have students work in small groups to research the contributions made by scientists in a specified field. Ask groups to share their findings and discuss the goals each scientist had. Have students reflect on how the scientific inquiry process illustrates the importance of goal setting.

- Science, Mathematics

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Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Focus on

Health and well-being

Identifies and analyzes the components and effects of personal health and well-being

What to look for

- Identifies ways that a healthy lifestyle can affect personal well-being
- Demonstrates elements of a positive identity about self
- Understands how feelings and the management of feelings are part of personal attitudes and values

Determining the level of social competence

Demonstrates independently

- Models positive lifestyle choices
- Is involved in activities in school, home and community
- Identifies and shares personal interests with others
- Considers context and communicates feelings appropriately

Demonstrates with assistance

- Identifies positive lifestyle choices with support
- Shares personal interests or involvements with encouragement

Demonstrates with direct teaching and support

- Is aware of positive lifestyle choices but has difficulty applying to self
- Requires training in anger management and making personal choices

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Focus on

Health and well-being

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students keep daily action logs for a specific period of time, such as two weeks, to analyze their own lifestyles and personal well-being.

- Health and Life Skills

Have students create collages of visuals that represent their lifestyles and personal preferences in activities and interests.

- Health and Life Skills

Have students explore various aspects of lifestyle through different genres of literature, film and art. Ask them to express their preferences and compare what they find to their own interests.

- Health and Life Skills, Language Arts, Social Studies

Have students work individually or in pairs to identify factors that influence lifestyles using various sources, such as media reports and literature.

- Health and Life Skills, Language Arts, Social Studies

Have students share information about lifestyles reflected in books, movies or sports activities, based on their personal preferences.

- Health and Life Skills, Language Arts

Have students explore the causes and effects of emotions in different social situations, including interactions with friends and siblings, sports teams, school and classroom situations. Have students work individually first, then in small groups, to construct emotion webs that identify emotions evoked in each situation, and situations caused by emotional reactions.

- Health and Life Skills, Language Arts

Have students work in small groups to create illustrated lists of compliments that can be used when working in groups to positively reinforce group members. Have each group highlight those compliments that reinforce elements of healthy lifestyles.

- Health and Life Skills, Social Studies

Have students individually and privately identify dreams they have had. Discuss how our bodies respond to our dreams (good dreams vs. bad dreams).

- Health and Life Skills

Ask students to write about the perfect world. Have them consider what it would look, smell, feel and sound like. Ask students to share their ideas with others and discuss what we can do to make the world a better place.

- Health and Life Skills, Language Arts, Social Studies

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Ask students to list what makes them happy, prioritize the items on their lists and share them with others. Have students write a paper on what makes them happy and why. Explore the relationship between happiness and personal choice. Who is ultimately responsible for happiness? How is happiness reflected in the media and literature?

- Health and Life Skills, Language Arts

Ask students to describe humour and what makes them laugh. Have each student select a comedian or writer they enjoy.

- Health and Life Skills, Language Arts

Point out examples of kindness that students have demonstrated. Have students read a book, such as *Chicken Soup for the Soul*, and share one story that exemplifies kindness for them. Encourage students to practise random acts of kindness each day.

- Health and Life Skills, Language Arts

Have students work in pairs to create illustrated mind maps that show the connections between physical activity, relaxation and stress management. Ask each student to select one physical activity that he or she will use to relax and reduce stress. Have students monitor how they feel after a week.

- Physical Education

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Focus on

Health and well-being

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students keep daily action logs for a specific period of time, such as two weeks, to analyze their own lifestyles and personal well-being.

- Career and Life Management

Have students list their own lifestyle and personal preferences in activities and interests in the format of a web page or résumé.

- Career and Life Management

Have students explore the choices that different lifestyles require through different genres of literature, film and art. Ask them to discuss conflicting values inherent in different choices and compare what they find to their own interests.

- Career and Life Management, English, Social Studies, Physical Education

Have students work individually or in pairs to analyze the effects and consequences of different lifestyles using various sources, such as media reports and literature.

- Career and Life Management, English, Social Studies

Have students explore the causes and effects of stress in different social situations, including interactions with friends and siblings, sports teams, school and classroom situations. Have students work individually first, then in small groups, to construct webs that illustrate how stress can arise from each situation, and how situations cause stress.

- Career and Life Management, Physical Education

Have students work in small groups to create plans for stress management, including activities to reduce and prevent stress.

- Career and Life Management, Physical Education

Have students monitor their physical activities for a week and reflect on the extent to which these activities reduce or eliminate stress.

- Physical Education

Have students work in small groups to list statements that can be used to foster acceptance and respect for the feelings of others in group or team settings.

- Career and Life Management, Physical Education

Ask students to identify a role model they admire; e.g., parent, teacher, friend, athlete or famous figure. Discuss how that person influenced personal choices students have made regarding lifestyles.

- Career and Life Management, English

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Have students develop and share affirmation statements about self and others; e.g., I appreciate your.... Deliver one affirmation per day for a week. Reflect on the responses.

- Career and Life Management, English

Discuss the aging process as a natural occurrence. Ask students to interview older family members or friends to find out what aging feels like. List ways to age gracefully.

- Career and Life Management, Science

Have students apply a model, such as the Circle of Courage (Brendtro et al., 1990), to their current lifestyle choices. Ask them to consider generosity, independence, belonging and mastery of skills as components of their personal growth and lifestyle choices.

- Career and Life Management

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Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Focus on

Appearance and manner

Identifies and applies acceptable and appropriate behaviours relating to personal presentation and manners

What to look for

- Demonstrates understanding of ways that roles and activities affect decisions about behaviour and appearance

Determining the level of social competence

Demonstrates independently

- Understands and demonstrates appropriate appearance and behaviour in different settings and contexts

Demonstrates with assistance

- Requires self-checks for personal appearance
- Can describe importance of appropriate appearance in different settings and contexts

Demonstrates with direct teaching and support

- Requires direction in maintaining personal appearance and cleanliness
- Requires coaching to behave appropriately in different settings and contexts

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Focus on

Appearance and manner

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to complete task analysis charts detailing each step they follow from waking up in the morning, to getting dressed, to getting to school. Compare and contrast with peer group, and discuss choices about personal appearance and cleanliness.

- Health and Life Skills

Have students work in pairs to list scenarios in which appearance is important; e.g., school, work, peer group outings, special occasions. Ask each pair to discuss and role-play one scenario in a humorous way. For example, pairs may choose to demonstrate inappropriate appearance and the consequences; e.g., shirts buttoned the wrong way, hair in disarray.

- Health and Life Skills

Have students discuss the difference between grooming and cleanliness, using examples from different contexts and cultures. Discuss how differences can be respected.

- Health and Life Skills

Have students identify appropriate clothing, manners and body language used in different contexts.

- Health and Life Skills

Have students categorize different social events, and the types of clothing and grooming that are appropriate for each.

- Health and Life Skills

Have students analyze how different sources of media exert social pressure to maintain certain appearances. Ask students to work in pairs to list strategies that can be used to assert individual choices in appearance, and deal with media and peer pressures.

- Health and Life Skills, Physical Education

Ask students to discuss the importance of giving and receiving compliments. Why is it important to be sincere? How do you respond when receiving compliments? What is the best way to respond?

- Health and Life Skills, Language Arts

Ask students to discuss how first impressions leave a lasting memory. Have them pretend they are going for an interview. What would they wear and how would they behave to impress the interviewer? Why is body language important?

- Health and Life Skills, Language Arts

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Have students work in small groups to create lists of strengths that people use and challenges that people face in daily life. Report to a large group and discuss the implications for tolerance and understanding of those who face different challenges.

- Health and Life Skills, Physical Education

Have students work in pairs to create charts that identify different body types in the first column, and the strength of each body type in the second column. Have each student reflect on his or her own strengths.

- Physical Education

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Focus on

Appearance and manner

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Ask students to complete task analysis charts detailing each step they follow from waking up in the morning to the end of their day. Ask them to consider how different contexts, such as school, work and social situations, are considered when making decisions about appearance.

- Career and Life Management

Have students work in pairs to list scenarios in which appearance is important; e.g., school, work, peer group outings, special occasions. Ask each pair to discuss and role-play one scenario in a humorous way. For example, pairs may choose to demonstrate inappropriate appearance and the consequences; e.g., shirts buttoned the wrong way, hair in disarray.

- Career and Life Management

Have students discuss the difference between grooming and cleanliness, using examples from different contexts and cultures. Discuss how differences can be respected.

- Career and Life Management

Have students identify appropriate clothing, manners and body language used in different contexts.

- Career and Life Management, English

Have students categorize different social events, and the types of clothing and grooming that are appropriate for each.

- Career and Life Management

Have students analyze how multiple sources of media exert social pressure on body image. Ask students to list strategies they can use to assert individual choices, and deal with media and peer pressures. Have students share and compare their lists with a partner.

- Physical Education

Have students work in groups to research the effects of performance-enhancing substances and the reasons some individuals use them. How do these choices relate to body image? What strategies can be used to avoid these substances?

- Physical Education

Ask students to reflect on the importance of physical activity to their own body image.

- Physical Education

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Ask students to discuss the importance of giving and receiving compliments. Why is it important to be sincere? How do you respond when receiving compliments? What is the best way to respond?

- English

Have students work in pairs to create charts that outline the impact of body language and appearance in different situations and contexts. What are the different expectations in social gatherings and business meetings?

- English

Have students work in small groups to discuss how appearances can influence the way people are treated. Have students discuss how appearance can be affected by lifestyle choices and occupations. Discuss how it is unfair to treat people differently based on their appearance, occupation or any other single variable.

- Career and Life Management

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Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Focus on

Ethical behaviour

Identifies and applies personal sense of ethics and positive values about self and others

What to look for

- Demonstrates understanding of how personal ethics can affect behaviour
- Demonstrates positive values in behaviour and actions; e.g., caring, equity, social justice, integrity, honesty, responsibility, restraint

Determining the level of social competence

Demonstrates independently

- Models appropriate values and expectations
- Identifies personal values and expresses values to others
- Demonstrates respect for opinions and viewpoints of others in addition to own
- Is accepting of other students

Demonstrates with assistance

- Models appropriate social values and expectations with reminders and assistance
- Defines positive values and explains own values when reminded
- Listens to opinions and viewpoints of others

Demonstrates with direct teaching and support

- Is developing appropriate social values and expectations
- Is developing understanding of positive social values
- Needs support to express personal opinions and viewpoints

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Focus on

Ethical behaviour

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to identify various peer group affiliations that exist within a school population; e.g., sports teams, clubs, interest groups. Ask students to discuss how peer group affiliations influence their personal behaviour and the way they relate to others.

- Health and Life Skills

Have students work in pairs to conduct a media search for articles and advertisements that reflect ethical decision making. Ask students to identify the values and beliefs reflected in each source; e.g., money, goods, activities.

- Health and Life Skills, Language Arts

Ask students to consider how values and beliefs influence individual behaviour. With the class, brainstorm a list of core values; e.g., honesty, fairness. Have students select a value and write about a personal experience related to the value.

- Health and Life Skills, Language Arts, Social Studies

Have students create a list of good listening strategies. Ask them to work in small groups to develop and present role-play scenarios around one of the strategies.

- Health and Life Skills, Language Arts

Read a children's book from the library; e.g., *Cinderella, The Three Little Pigs, The Tortoise and the Hare,* to illustrate how perseverance is displayed in the moral of the story. Have students discuss different aspects of the characters' behaviours.

- Health and Life Skills, Language Arts

Ask students to design posters illustrating positive attributes, such as respect for self and others, law and order and individual differences; caring; and tolerance and understanding.

- Health and Life Skills, Language Arts, Social Studies

Discuss with students what a dilemma is; e.g., making a decision that is more right than wrong. Provide examples, such as winning backstage passes to a concert and only being able to take one person. Have students use a Plus-Minus-Interesting chart to analyze the positives, negatives and interesting aspects of dilemmas.

- Health and Life Skills, Language Arts

Have students role-play a dilemma on friendship. For example, a good friend has done something wrong and has come to you for help. What should you do?

- Health and Life Skills, Language Arts

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Have students discuss ethical dilemmas they have encountered in various subjects; e.g., mathematics, science or social studies, and the impact of such dilemmas on people's behaviour.

- All subjects

Ask students to discuss the media's effect on setting the standards for beauty. How does reality differ from fantasy? What is the impact on females and males?

- Health and Life Skills

Have students discuss how people can desire what they don't have, and the impact of such attitudes on teenagers.

- Health and Life Skills, Language Arts

Ask students to discuss the pros and cons of a uniform dress policy in schools. Have them work in small groups to reach a consensus on whether a school uniform policy should be implemented. Have them defend their opinions to others.

- Health and Life Skills, Language Arts

Have the class discuss the meaning of a just society in life and within the justice system. Is there justice for all? Ask students to respond individually and explain their views to a partner.

- Social Studies, Language Arts

Have groups of students explore how the justice system and the *Young Offenders' Act* work, and the principles both are based on.

- Social Studies, Ethics

Ask students to discuss dilemmas in science; e.g., using animals for research or developing nuclear technology for medical research. Should such technology be shared with scientists who build nuclear bombs?

- Science

Have students consider the ethical issues that are part of data collection, such as population statistics, spending patterns.

- Mathematics

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Focus on

Ethical behaviour

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to identify various peer group affiliations that exist within a school population; e.g., sports teams, clubs, interest groups. Ask students to discuss how peer group affiliations influence their personal behaviour and the way they relate to others.

- Career and Life Management

Have students work in pairs to conduct a media search for articles and advertisements that reflect ethical decision making. Ask students to identify the values and beliefs reflected in each source; e.g., money, goods, activities.

- Career and Life Management, English

Ask students to consider how values and beliefs influence individual behaviour. Have students select different pieces of literature and identify the values and beliefs that influenced behaviour in each piece. Have students reflect individually on how personal values and beliefs affect their behaviour, and how to respect the values and beliefs of others.

- English

Have students compare and contrast skills for citizenship and character. Where do attributes like respect, responsibility, values, ethics, empathy, caring, morals, altruism, loyalty and compassion fit into a list of such skills?

- English, Career and Life Management, Social Studies

Ask students to design posters that illustrate positive attributes, such as respect for self, others, law and order and individual differences; caring; and tolerance and understanding.

- English, Career and Life Management

Discuss with students what a dilemma is; e.g., making a decision that is more right than wrong. Provide examples, such as winning backstage passes to a concert and only being able to take one person. Have students use a Plus-Minus-Interesting chart to analyze the positives, negatives and interesting aspects of dilemmas.

- English, Career and Life Management

Have students discuss ethical dilemmas they have encountered in various subjects; e.g., mathematics, science or social studies, and the impact of such dilemmas on people's behaviour.

- All subjects

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Have students view a movie based on moral and ethical issues, and identify the positive values of the main character and how those values were demonstrated; e.g., devotion to family, self-discipline, education, self-respect, brotherhood and sisterhood.

- English, Career and Life Management

Ask students to work in small groups to discuss alternatives to war. If both sides in a conflict believe they are right, how can amicable solutions be achieved?

- Social Studies

Ask students to discuss the media's effect on society's values and beliefs. How does society define ethical behaviour? What is considered right or wrong?

- English, Career and Life Management

Ask students to gather a collection of famous quotes and analyze them for the values they extol.

- English

Have students examine Romeo's last speech in *Romeo and Juliet* and King Lear's reaction to the death of Cordelia. What was the ultimate value each man held? Are these values relevant today? How did the two men express their grief?

- English

Have students read a classical work or excerpt from a piece, such as Aristotle's *Nicomachean Ethics,* and discuss the criteria for friendship and categories of friends presented. Ask students to relate this criteria to their current circle of friends.

- English, Career and Life Management

Have students work in groups to study a Greek god or character who extols positive virtues in life, mind and body. Have groups present their findings to the class or another group.

- English

Have students define the following words and explain the differences, using examples: ethical, just, fair.

- Social Studies, English

Have students recall three people who influenced their values. Ask them to share their stories with a classmate.

- Career and Life Management

Have the class list attitudes and behaviours required to make their classes safe and caring environments. Create a code of conduct through group consensus.

- All subjects

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Ask the class to discuss the rewards and challenges for people who affiliate themselves with cultural groups. Identify ways to respect different affiliations.

- Career and Life Management, Social Studies

Have students discuss the use of animals for research purposes and elicit discussion on how differences of opinion are handled.

- Sciences

Discuss what it means to take a stand on something. Are there times when it is necessary to stand alone? What personal attributes does it take to stand alone? What are the challenges involved in taking a stand on something that is not popularly supported?

- Career and Life Management

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Social Competency 1: Self-development

The capacity to become self-aware, develop a positive self-concept and personal identity, accept personal responsibility for self-care, deal with feelings, use appropriate behaviours and set personal goals.

Focus on

Accountability

Identifies and applies understanding of accountability to self and others

What to look for

- Identifies and acts on personal rights, responsibilities and privileges
- Shows a sense of responsibility to self and others
- Demonstrates willingness and motivation to act upon personal responsibilities

Determining the level of social competence

Demonstrates independently

- Follows school and classroom rules
- Takes responsibility for own behaviour
- Is concerned with and attends to the needs of others

Demonstrates with assistance

- Follows school and classroom rules with encouragement
- Takes responsibility for own behaviour with assistance
- Accepts consequences of own behaviour

Demonstrates with direct teaching and support

- Requires structure and routine to follow established rules
- Is developing responsibility for own behaviour
- Requires support for monitoring own behaviour

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Focus on

Accountability

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students develop a list of principles and procedures that build effective working teams.

- All subjects

Ask students to practise giving and receiving "I" messages in sharing instructions with group members.

- All subjects

Have students discuss, write about and share where they will be in five years, and what steps they need to take to get there. Have them consider their interactions with and responsibility to others when considering the steps.

- Health and Life Skills

Have students discuss how they make decisions about the products they purchase and consider their roles as consumers.

- Science

Have students demonstrate the importance of listening skills. Ask them to talk about themselves to another student for five minutes without interruption. Then, have the listener repeat what he or she remembers. Redo the exercise with the listener free to ask questions and engage in a conversation. Debrief the processes used for listening.

- Language Arts, Physical Education

Ask students to discuss the consequences of completing or not completing their homework. Why is homework important? Identify the ideal homework space and tips for studying.

- All subjects

Ask students to work in small groups to develop recipes for being a good friend. Have them provide the ingredients and steps to create the finished product. They should vary the contents to reflect individual appetites (humour, trust, money). Suggest students share their recipes with friends and family members.

- Health and Life Skills

Have students discuss the meaning of "apology." What happens to conflict when a person does not apologize? What happens to conflict when a person apologizes immediately? Practise the art of apologizing and make connections to the need to forgive.

- Health and Life Skills

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Ask students to reflect on the purpose and importance of rules in school and in the community. Why have rules? Predict the impact if there were no rules in school and in the community.

- Health and Life Skills

Ask students to discuss their individual feelings about the consequences of breaking rules or breaking the law. Are the punishments handed out to adolescents by the legal system fair and just? How are adolescents accountable to their communities and society?

- Social Studies, Health and Life Skills

Have students develop personal plans that outline strategies to work toward their goals without ignoring the needs of others. Use a chart format that outlines personal goals, indicators that goals are being met and impact on others.

- Health and Life Skills, Physical Education

Have students select a current environmental issue and identify its impact on different groups or individuals in the community. Have them outline options for social action.

- Science

Provide maps to students. Have them write out directions to a particular destination. Ask them to take turns following the directions. Elicit the importance of providing clear directions.

- Language Arts

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Focus on

Accountability

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students apply sections of the *Canadian Charter of Rights and Freedoms* to different contexts involving themselves, family and school.

- Social Studies

Ask students to develop their own "Student Bill of Rights, Roles and Responsibilities" and an implementation plan for the class and school.

- Social Studies, Career and Life Management

Have students develop a list of principles and procedures that build effective working teams.

- All subjects

Ask students to practise giving and receiving "I" messages in sharing instructions with group members.

- All subjects

Have students discuss, write about and share where they will be in five years, and what steps they need to take to get there. Have them consider their interactions with and responsibility to others when considering the steps.

- Career and Life Management, Physical Education

Have students read a novel, such as William G. Golding's *Lord of the Flies.* Discuss the need for rules and the consequences of no rules. Ask them to explain the reasons for the change in behaviour of the main characters.

- English

Have students search the Internet for examples of good and poor directions on Web sites. Discuss how they felt when they were unable to find something important due to poor directions.

- Career and Life Management, English

Select popular songs and have students examine their lyrics. Discuss the influence that lyrics have on children and youth, and the subsequent behaviours or beliefs that might result from such lyrics. Discuss censorship and rating scales for movies and music. Why are ratings important?

- Career and Life Management, English

Have students demonstrate the importance of listening skills. Ask them to talk about themselves to another student for five minutes without interruption. Then, have the listener repeat what he or she remembers. Redo the exercise with the listener free to ask questions and engage in a conversation. Debrief the processes used for listening.

- Career and Life Management, English

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Ask students to search for career opportunities in the local newspaper or on the Internet. Analyze what employers are looking for in employees. Determine what is valued most by employers. Have students write their own job advertisements. Include the values they think are important.

- Career and Life Management, English

Ask students to view the top 10 shows on TV. Have them rate the appropriateness of each show for teenagers, young children and adults considering the use of gratuitous violence or poor treatment of others. Rank the shows from best to worst for teenagers, using agreed upon criteria.

- English

Have students discuss the meaning of "apology." What happens to conflict when a person does not apologize? What happens to conflict when a person apologizes immediately? Practise the art of apologizing and make connections to the need to forgive.

- Career and Life Management

Discuss the purpose and role of the jury in the justice system. Who makes up the jury? How do lawyers convince juries to be empathetic to their clients?

- Social Studies

Discuss individual rights vs. the rights of all. Should there be limits to our rights? Do young people need more rights? How could students strengthen their rights or obtain more rights?

- Career and Life Management, Social Studies, English

Have students develop personal plans that outline strategies to work toward their goals while remaining accountable to others. Use a chart format that outlines personal goals, indicators that goals are being met and impact on others.

- Physical Education

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Social Competency 2: Risk management

The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure.

Focus on

Safety response

Uses strategies for personal safety and safety of others as part of self-management

Risk identification

Identifies risks to self, others and environment

Crisis response

Understands and applies strategies to respond to crisis within self, others and environment

Planned risk taking

Uses planned risk-taking strategies for personal growth and empowerment

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Social Competency 2: Risk management

The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure.

Focus on

Safety response

Uses strategies for personal safety and safety of others as part of self-management

What to look for

- Demonstrates health and safety procedures and practices for self and others that are appropriate to different contexts

Determining the level of social competence

Demonstrates independently

- Follows rules and routines in a variety of activities and contexts
- Is concerned with and attends to the needs and safety of self and others consistently

Demonstrates with assistance

- Requires specified rules and routines to be safe in a variety of activities and contexts
- Identifies need to be safe and accepts consequences for unsafe activities

Demonstrates with direct teaching and support

- Requires supervision and direct support in a variety of activities and contexts
- Needs support in identifying and accepting consequences of risk behaviours

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Focus on

Safety response

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to research and present information on safety programs, such as DARE, Crime Stoppers, Kids Help Phone, using available resources. Have them work in groups to compare information and design action plans for personal safety.

- Health and Life Skills

Ask students to discuss the pros and cons of protective equipment in sports, and game rules designed to reduce injuries; e.g., face masks, high-sticking offences. Have students consider why protective equipment and rules are important for themselves and others in some social contexts, such as sports and games.

- Physical Education

Have students work in groups to design and conduct a physical safety audit of the classrooms and school building and make recommendations for improvement. Involve the principal or a police officer if possible. Ask students to consider why safety is important for themselves and others in social contexts and environments.

- Health and Life Skills, Physical Education

Ask students to discuss the implications of depending on others and having others depend on them. Have them take turns guiding a partner who is blindfolded. Discuss the feelings associated with being dependent on others and how to feel comfortable in unknown situations.

- Health and Life Skills

Have students work in pairs to practise making assertive requests using both verbal and nonverbal cues; e.g., requesting an extension on an assignment, wanting to stay out past curfew, asking for an increase in allowance.

- Health and Life Skills

Have students work in groups to conduct community audits, focusing on identifying risks and developing strategies for harm reduction. Have each group present the audit in the format of an illustrated map, with risks and harm-reduction strategies connected to various places or facilities within the community.

- Health and Life Skills

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Focus on

Safety response

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Ask students to research and present information on sports and recreation programs available in the community. Have them work in groups to compare information and design action plans for personal safety in different contexts.

- Physical Education

Ask students to discuss the pros and cons of protective equipment in sports, and game rules designed to reduce injuries; e.g., face masks, high-sticking offences. Have students consider why protective equipment and rules are important for themselves and others in some social contexts, such as sports and games.

- Physical Education

Ask students to develop slogans that express belief or value statements about resisting peer pressure. Determine the effect on others. For example, "Only you are in control of yourself." "No one can lower your self-esteem without your consent."

- Career and Life Management

Ask students to discuss the concepts of values, choices and commitment. How are one's values, choices and commitment reflected in real life? How do they impact the choices made for personal safety and the safety of others?

- Career and Life Management

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Social Competency 2: Risk management

The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure.

Focus on

Risk identification

Identifies risks to self, others and environment

What to look for

- Identifies risks and their impact on self and others
- Develops formal and informal action plans to manage risk
- Understands boundaries and expectations in different contexts; e.g., family, school, neighbourhood, with adults

Determining the level of social competence

Demonstrates independently

- Identifies risk factors and their impact on self, others and environment
- Is able to describe and respond appropriately to different risks
- Follows rules and respects boundaries, and makes recommendations for adapting or improving them

Demonstrates with assistance

- Can identify risks factors that influence self, others and environment, has difficulty identifying impact and consequences
- Is able to describe and respond appropriately to different risks with assistance
- Requires reminders to follow rules, establish and meet expectations, and respect boundaries

Demonstrates with direct teaching and support

- Requires support to identify risk factors and understand the consequences of risk to self, others and the environment
- Accepts consequences of own behaviour with support, has difficulty responding appropriately to other's actions
- Requires structure to follow rules, establish and meet expectations, and establish routines in class, school, home and peer environments

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Focus on

Risk identification

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work individually to identify and write about the difference between impulsiveness and risk taking.

- Health and Life Skills

Ask students to work individually to create graphic illustrations that explore different situations that represent risks to themselves; e.g., peer pressure, drinking and driving, drugs.

- Health and Life Skills

Have students use webs to develop plans for minimizing or eliminating risks in multiple environments; e.g., home, class, school, peer groups.

- Health and Life Skills

Have students work in small groups to develop brief scenarios that represent risk taking in a positive sense; e.g., developing skills when meeting new people, sharing ideas with others.

- Health and Life Skills, Language Arts

Provide students with a format for developing an action plan for managing risks that may include setting goals to manage personal (physical and emotional) and social risks.

- Health and Life Skills, Physical Education

Ask students to reflect on ways that our actions affect others by describing the ripple effect observed when throwing a rock into still waters. Elicit positive and negative examples of how a person's actions affect others directly and indirectly.

- Health and Life Skills, Language Arts

Ask students to discuss the importance of understanding the consequences of their actions before they act.

- Health and Life Skills

Ask students to discuss the importance of feeling safe in their own personal space. How do they react when someone is too close? What can they say or do to protect their personal boundaries? Have students team up and test the boundaries of personal space with friends, boys, girls, teachers, others.

- Health and Life Skills

Ask students to discuss and write about what their school is doing to ensure their safety while in school.

- Health and Life Skills

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Focus on

Risk identification

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Ask students to discuss the similarities and differences between consequences and punishment. Debate which is more effective in teaching right from wrong.

- Career and Life Management

Ask students to discuss ways that feelings produce physical effects. Have groups of students research the physical aspects of feelings; e.g., tension, butterflies in stomach, nausea, and explain why the body reacts to feelings.

- Career and Life Management, Sciences

Have students work individually to identify and write about the difference between impulsiveness and risk taking.

- Career and Life Management

Ask students to work individually to create graphic illustrations that explore different situations that represent risks to themselves; e.g., peer pressure, drinking and driving, drugs.

- Career and Life Management

Have students use webs to develop plans for minimizing or eliminating risks in multiple environments; e.g., home, class, school, peer groups, etc.

- Career and Life Management

Have students work in small groups to develop brief scenarios that represent risk taking in a positive sense; e.g., developing skills when meeting new people, sharing ideas with others.

- English, Career and Life Management

Have students develop action plans for managing risks that may include setting goals to manage personal (physical and emotional) and social risks.

- Career and Life Management

Have students consider the concept of risk and relate it to a major societal issue, such as an environmental issue or interdependence between nations.

- Social Studies

Ask students to discuss the use of symbols or mascots to identify groups. Discuss the symbols used to identify gangs. Compare symbols. Design a symbol that identifies the positive values or characteristics of a group.

- Career and Life Management

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Have students work individually to define and provide examples of personality traits, such as authoritarianism, dogmatism, Machiavellianism. Discuss the variables that determine one's personality. Research and report on positive personality traits.

- Career and Life Management, Social Studies

Ask students to research recent refugees to Canada. What is happening in their homelands that made them flee? What can be done to help new refugees? What risks do they face, both in their homelands and in coming to Canada?

- Social Studies

Have students work in small groups to research and prepare presentations on people who suffered for what they believed; e.g., Martin Luther King, Mahatma Gandhi, Jesus. In what ways is our world a better place because of their suffering?

- Career and Life Management, Social Studies

Work with students to identify rites of passage in adolescence; e.g., transition to secondary school, froshing, graduation, as a means of passing on cultural values to the next generation. Identify the pros and cons of each rite of passage. Ensure each rite is appropriate or meaningful for youth before advocating its continuation.

- Career and Life Management

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Social Competency 2: Risk management

The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure.

Focus on

Crisis response

Understands and applies strategies to respond to crisis within self, others and environment

What to look for

- Identifies and develops strategies to respond to crisis, conflict and challenges within multiple contexts

Determining the level of social competence

Demonstrates independently

- Identifies and applies strategies to respond to crisis situations within self, with others and the environment
- Applies conflict-management strategies
- Identifies and responds to challenges that potentially exist and can cause crisis

Demonstrates with assistance

- Identifies strategies, with support, to respond to crisis situations within self, with others and the environment
- Identifies different conflict-management strategies, needs support to apply them
- Identifies challenges relevant to own contexts that can potentially result in crisis, requires support in developing appropriate responses

Demonstrates with direct teaching and support

- Recognizes strategies available to respond to crisis situations, needs direction to identify and respond independently
- Requires support and reminders to identify conflict-management strategies
- Requires support to respond to different challenges that are influenced by changes in contexts

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Focus on

Crisis response

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students conduct a search for community support resources and information; e.g., AADAC, Kids Help Phone, Cancer Society, using the Internet, interviews or print resources. Have students list these resources and describe their possible uses.

- Health and Life Skills

Have students identify their pet peeves and examine reasons why they are peeves.

- Health and Life Skills, Language Arts

Ask students to individually list effective and ineffective ways to reduce anger, and then work in small groups to design posters to share effective strategies.

- Health and Life Skills

Arrange to have students listen to an expert on teenage suicide. Ask students to list factors that help prevent suicide, including the role of peers and the school counsellor.

- Health and Life Skills

Have students work in small groups to develop steps to solve problems. Design an acronym to assist in remembering steps.

- All subjects

Ask students to examine how food can be used as "comfort"—to make them feel better about themselves. What foods do they get comfort from? Do they eat these foods when they are happy or sad? Explain.

- Health and Life Skills

Work with students to learn about some forms of serious illnesses; e.g., cancer, polio, Lou Gehrig's disease. Discuss what people need most when seriously ill. Elicit a discussion about the need for comfort, company and caring.

- Health and Life Skills, Science

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Focus on

Crisis response

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students compile a students' guide to community resources and information to support healthy choices and manage crisis. Have them identify agencies, organizations and individuals available for help and support in crisis situations. Assess each source from the point of view of a teenager.

- Career and Life Management

Ask students to interview teenagers and adults to compile a list of effective and ineffective ways to reduce anger. Use the lists in small groups to design posters that promote the most effective strategies.

- Career and Life Management

Have students identify, compare and contrast self-destructive and antisocial behaviours.

- Career and Life Management

Arrange to have students listen to an expert on teenage suicide. Ask students to list factors that help prevent suicide, including the role of peers and the school counsellor.

- Career and Life Management

Have students work in small groups to develop steps to solve problems. Create an advertisement targeted at teenagers using the problem-solving steps in various contexts and providing examples of situations in which they can be applied.

- All subjects

Have students research the risks of various types of serious illnesses; e.g., cancer, polio, AIDS/HIV. Develop a list of healthy choices that reduce risks.

- Career and Life Management

Have students work in pairs to define and provide global examples of war, racism, poverty, sexism and harassment. Discuss the impact globally and how these problems can be addressed as individuals.

- Social Studies

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Social Competency 2: Risk management

The ability to use appropriate and effective response skills, assess and understand boundaries, receive feedback, accept consequences of behaviour and respond to peer pressure.

Focus on

Planned risk taking

Uses planned risk-taking strategies for personal growth and empowerment

What to look for

- Describes how planned risk taking affects personal growth and empowerment
- Identifies and demonstrates ways to use different sources of support when taking planned risks
- Demonstrates the ability to identify and accept consequences resulting from risk taking

Determining the level of social competence

Demonstrates independently

- Identifies and uses sources of support in home, school and community to support personal growth
- Refrains from impulsive risk-taking behaviour
- Identifies and applies risk-taking strategies in multiple contexts to obtain successful outcomes
- Evaluates the success of risk-taking strategies in multiple contexts

Demonstrates with assistance

- Can identify sources of support and use them with encouragement and direction
- Is able to take planned risks with support
- Can recognize outcomes and consequences of risk-taking strategies within specific contexts, needs support in applying them to different contexts and evaluating their success

Demonstrates with direct teaching and support

- Requires direct support to identify impulsive risk-taking behaviours and possible outcomes, needs direction and reminders to apply risk-management strategies
- Requires direction in learning to take planned risks successfully in multiple contexts, and evaluate their outcomes and consequences

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Focus on

Planned risk taking

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to research famous people who overcame obstacles in life; e.g., Martin Luther King, M. Gandhi, L. Beethoven. Alternatively, watch movies or read biographies on these people's lives. What were their attributes? What risks did they take? What made these people successful?

- Language Arts

Ask students to select popular songs and examine their lyrics. Discuss the influence that lyrics have on children and youth, and the subsequent behaviours or beliefs that might result from such lyrics. Relate behaviours and beliefs to a list of risk factors for children and youth. Discuss how lyrics can reflect issues that are important to youth.

- Health and Life Skills, Language Arts

Ask students to write personal statements that reflect what they would like to be known for and what they would like to accomplish in life. Have them use their statements to identify thoughtful, planned risks that this might require.

- Health and Life Skills

Ask students to debate the pros and cons of different consequences resulting from the same action taken in multiple contexts, such as home, school and the community. Elicit discussion on identifying multiple alternatives to situations where risk taking is involved.

- Health and Life Skills

Ask students to discuss the meaning of peer pressure, and common forms of positive and negative peer pressure. Have them work in small groups to develop tips to help teenagers respond to positive and negative peer pressure, including using multiple sources of support.

- Health and Life Skills

Ask students to discuss the concept of the anonymous "they" that is often used by teenagers to explain their behaviours or responses to peer pressure.

- Health and Life Skills

Have students discuss the code of silence that prevents many students from telling on each other, or reporting crimes or serious violations of school rules. Elicit discussion on why students keep silent, the feelings associated with witnessing such acts and strategies that would be effective in rectifying the situation.

- Health and Life Skills

Have students discuss the importance of managed risk taking in a laboratory context and safety techniques. Elicit the importance of safety for all.

- Science

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Have students examine and report on the use of animals for research purposes. Elicit a discussion on how differences of opinion affect this and other related issues.

- Science

Ask students to discuss what is meant by intellectual risk taking. Have them consider how risk taking can apply to subjects, such as mathematics and social studies.

- Mathematics, Social Studies

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Focus on

Planned risk taking

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students make inventories of their personal strengths. If students find this difficult and do not believe they have personal strengths, have them list what they think their friends find positive about them. Ask the class to list positive attributes of other students. Once completed, have students use the inventories to reflect on their positive characteristics, both in their personal lives and in school situations.

- Career and Life Management

Have small groups discuss taking risks, using the following questions as guidelines.

- When do you think it is a good idea to take risks?
- What do you plan for when taking risks?
- When is it not a good idea to take risks?
- What strategies can you use to avoid unnecessary risks?

- Career and Life Management

Ask students to discuss the moral implications of an individual's views or actions on others. Would the world be a better place if everyone shared the same views?

- English, Career and Life Management

Ask students to identify characters in various pieces of literature who successfully managed risks. Have students create mind maps that detail the attributes these characters applied to the risks they faced.

- English

Ask students to imagine themselves in the following situations—a friend has a concealed knife at school; you witness a weaker student being harassed. Elicit other examples from the class. What should they do? What would they do? Explain the difference between would and should. Elicit the importance of acting on moral principles in the context of planned risk taking.

- Career and Life Management

Have students discuss how first impressions leave a lasting memory. Have them pretend they are going for an interview. What would they wear and how would they behave to impress the interviewer? Why is body language so important? How do the strategies they use in these types of situations reflect their ability to plan?

- English, Career and Life Management

Discuss times when students were provided poor service or a faulty product. Did they complain? Practise the art of making a complaint; e.g., appropriate tone of voice and body posture, rehearse responses, ask for assistance to resolve the matter.

- Career and Life Management

Ask students to identify the steps involved in making a compliment. Practise giving compliments to a peer, teacher and family member. Rate the compliments based on sincerity, nature, timing and performance.

- Career and Life Management

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Social Competency 3: Lifelong learning

The ability to develop self-knowledge about learning preferences, and recognize the importance of both formal and informal learning to the development of personal identity.

Focus on

Self-directed learning

Uses personal assessment and self-management strategies to demonstrate commitment to self-directed learning

Applying learning

Identifies and applies knowledge of self and learning strategies to interactions with others

Learning opportunities

Uses strategies and resources to assess own learning attributes and commitments in personal, academic and social contexts

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Social Competency 3: Lifelong learning

The ability to develop self-knowledge about learning preferences, and recognize the importance of both formal and informal learning to the development of personal identity.

Focus on

Self-directed learning

Uses personal assessment and self-management strategies to demonstrate commitment to self-directed learning

What to look for

- Identifies and applies personal learning style preferences and strengths
- Displays commitment to learning through actions and behaviours
- Identifies and applies self-management strategies in different environmental and learning contexts

Determining the level of social competence

Demonstrates independently

- Takes initiative for learning in multiple contexts
- Applies results of self-assessment to learning and social contexts
- Identifies personal learning preferences

Demonstrates with assistance

- Requires assistance in taking initiative in multiple contexts
- Identifies self-assessment strategies but needs support to apply them to different contexts
- Identifies personal learning preferences with support

Demonstrates with direct teaching and support

- Requires a structured management system to learn effectively in different contexts
- Requires direction and support to take initiative
- Requires structured learning environment to support identification and application of learning preferences

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Focus on

Self-directed learning

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to discuss the meaning of commitment. Have them work in pairs to list activities they can do in the classroom or school that demonstrate commitment to self, others and the environment, and prioritize the top 10 strategies. Have them design posters to illustrate various ways and different contexts in which commitment can be demonstrated.

- Health and Life Skills, Language Arts, Social Studies

Ask students to complete personality inventories of their areas of strength and challenge. Have them provide examples of learning situations in which they succeed or experience challenge. Ask them to identify how the inventories may be used to guide decisions regarding one's future.

- Health and Life Skills, Language Arts

Have students work in pairs to discuss the meaning of initiative. Have pairs combine into larger groups of four and develop two different role-plays that demonstrate initiative in different contexts; e.g., school, family, community or with peers.

- Health and Life Skills

Ask students to keep journals of their reading activities. Students should include personal responses to what they have read, and justify their responses with reasons and related information.

- Health and Life Skills, Language Arts

Have students practise using a variety of self-assessment strategies in multiple contexts; e.g., individual, group or class tasks.

- All subjects

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Focus on

Self-directed learning

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students determine their own personal learning style preferences by using an instrument that helps identify learning styles. Once students have completed the exercise, discuss different learning styles and elicit suggestions on how students can use their preferences to improve their learning.

- Career and Life Management

Ask students to discuss high school graduation. What happens next? How will they get to the next stage of their lives? What are their long-term aspirations or goals? Where will they be in five years?

- Career and Life Management

Discuss the difference between commitment and initiative. Have students work in small groups to develop mind maps that illustrate how commitment and initiative can influence decision making and learning in multiple situations and contexts.

- Career and Life Management

Ask students to keep exploratory journals of their reading activities. Students should include personal responses to what they have read, and justify their responses with reasons and related information.

- English

Have students use a variety of media or literature sources to identify strategies to improve self-management and self-directed learning. These strategies can include resource people, community supports, programs or role models.

- English, Career and Life Management

Have students determine personal goals for learning by examining the following questions.

- What personal goal would I like to achieve?
- Can I break this goal down into small parts?
- What are realistic ways to achieve my goal?
- What do I need that I don't have now; e.g., education, finances, support from others?
- What timelines are reasonable to obtain what I need to reach my goals?
- What can I do to make my goal more realistic?

- Career and Life Management

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Social Competency 3: Lifelong learning

The ability to develop self-knowledge about learning preferences, and recognize the importance of both formal and informal learning to the development of personal identity.

Focus on

Applying learning

Identifies and applies knowledge of self and learning strategies to interactions with others

What to look for

- Applies response strategies and alternative solutions to different learning contexts (individual and group)
- Demonstrates ability to anticipate and respond to the needs of others in social settings and contexts

Determining the level of social competence

Demonstrates independently

- Identifies and uses response strategies and generates alternative solutions appropriate to different contexts
- Demonstrates ability to consider others, and identify their needs in different learning and social contexts

Demonstrates with assistance

- Identifies response strategies in different contexts and generates alternative solutions with support and direction
- Identifies the needs of others in group settings (learning and social) with support, needs direction to learn and interact effectively in groups

Demonstrates with direct teaching and support

- Identifies response strategies to specific group situations, needs direct intervention to consider alternative actions and behaviours
- Requires structured learning environment to learn effectively in groups and consider the needs of others

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Focus on

Applying learning

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to create a "Learning Oath" outlining their personal commitment to learning in school or a specific subject, and their responsibilities to learn in different contexts; e.g., individually and with others. Consider how an individual's learning oath might affect others.

- All subjects

Have students read a novel, such as *The Outsiders*. Discuss the attributes of each group of characters and the reasons for their behaviours toward others, one-to-one, in groups or with friends. Elicit reasons why people behave differently when alone or in a peer group.

- Health and Life Skills

Ask students to work in pairs and take turns introducing one another by name, birth date, interests and hobbies. Work as a class to make a collage highlighting the class demographics. Discuss how learning needs differ and how this affects the ability to work together as a class.

- All subjects

Ask students to discuss the Golden Rule "Do unto others as you would have others do unto you" for its meaning and intent. Elicit concrete examples that demonstrate the rule, and have students design posters that illustrate examples that are appropriate to school, the classroom and hallways.

- All subjects

Have students reflect on how colour can be considered both an art and a science. Research how colour affects our moods and emotions. Elicit discussion on how colour is used in hospitals and nurseries to assist people in healing.

- Science, Health and Life Skills, Art

Ask students to discuss different strategies for joining in activities, such as a hockey game, shooting baskets or a card game, and how best to approach others to participate.

- Physical Education

Have students work in small groups to profile sports figures who consistently model sportsmanship. Design posters to illustrate these people and the qualities they exhibit.

- Physical Education

Ask students to discuss the importance of including everyone in games and activities. Elicit discussion on the importance of sportsmanship.

- Physical Education

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Focus on

Applying learning

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Ask students to relate personal experiences, or those they might have heard of, where teenagers had difficulty obtaining services in places of business; e.g., food court. Discuss the concepts of rights and fair treatment, and the responsibilities required to uphold the right to fair treatment. Apply ideas in real-life situations.

- Career and Life Management, Social Studies

Ask students to explore and research the extent to which violent behaviours are inherited or are a result of the environment, the frequency of occurrence in males vs. females, and anger as a physical and chemical response by the body. Have them report their findings to the class. Discuss factors that inhibit or encourage effective interaction with others in social and learning contexts.

- Career and Life Management, Sciences

Ask students to create a "Learning Oath" outlining their personal commitment to learning in school or a specific subject, and their responsibilities to learn in different contexts; e.g., individually and with others. Consider how an individual's learning oath might affect others.

- All subjects

Ask students to explore their strengths and challenges in the ways they interact with others in different contexts. Use examples from literature to examine the struggles and conflicts characters experience in their interactions with others. Elicit discussion about ways that students' perceptions of their abilities to interact with others affect the ability to learn in a group setting.

- Career and Life Management, English

Ask students to consider why generating alternative responses is important to problem solving in both learning and social contexts. Have them work in pairs to apply a problem-solving model from one of their subjects to a social context. Do the same steps work? Why or why not?

- All subjects

Have students examine ways that society puts expectations on how people interact with others. How do these expectations differ in multiple contexts?

- Career and Life Management

Have students examine the ways groups are represented in media reports on various societal and environmental issues. How do these groups conduct themselves when they are fighting for causes they believe in? Have students consider how issues can cause differences of opinion and strong views that can lead to conflict and clashes.

- Social Studies

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Ask students to develop a list of strategies that they could use with younger children in a group situation to encourage the participation of everyone. Elicit discussion on the impact of sportsmanship on effective learning and the development of physical abilities.

- Physical Education

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Social Competency 3: Lifelong learning

The ability to develop self-knowledge about learning preferences, and recognize the importance of both formal and informal learning to the development of personal identity.

Focus on

Learning opportunities

Uses strategies and resources to assess own learning attributes and commitments in personal, academic and social contexts

What to look for

- Identifies and uses strategies to manage time and resources in learning contexts
- Demonstrates ability to assess own learning
- Demonstrates appreciation for lifelong learning

Determining the level of social competence

Demonstrates independently

- Manages time for different commitments and learning responsibilities effectively
- Solicits feedback or assistance when needed to manage time and responsibilities
- Assesses own learning through a variety of methods, such as reflection and discussion

Demonstrates with assistance

- Manages time for different commitments and learning responsibilities with support
- Asks for feedback, help and assistance to organize learning and manage responsibilities
- Discusses own learning, requires support and direction to assess own learning

Demonstrates with direct teaching and support

- Requires structure and specific direction to manage learning commitments and responsibilities
- Requires prompting and support to ask for feedback and assistance in organizing learning and responsibilities
- Requires a structured learning environment to discuss and assess own learning

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Focus on

Learning opportunities

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to write about a great experience in school. Have them consider the factors that made the experience positive. How could they extend that experience for themselves and others?

- Health and Life Skills

Ask students to write about a negative experience in school, then rewrite the experience and make it positive. Discuss how to identify effective ways to manage their learning and social experiences.

- Health and Life Skills

Have students think of situations where they, or someone they know, said something negative about someone else. If they could do it over again, how would they fix the situation?

- Health and Life Skills

Ask students to complete the following sentences, adding the timelines and resources required to fulfill goals.

- I want to BE (character trait)
- I want to DO (belief statement)
- I want to HAVE (value statement)

Design a poster to illustrate.

- Health and Life Skills

Have students work in small groups to contact the nearest Immigration Office to obtain information on the process of immigrating to Canada. Explain the process and whether they consider it to be fair and open to all.

- Social Studies

Have students consider the importance of using money wisely. If they received money as a gift would they spend or save it? Share reasons.

- Health and Life Skills

Ask students to assume they are going to live in their own apartments. Have them develop a monthly budget to cover all their expenses; e.g., rent, utilities, phone, cable, water, food, transportation, entertainment. How much would they need to earn to live by themselves for one year? What implications are there for what they are learning in school right now?

- Health and Life Skills

Work with the class to graph student diversity; e.g., month of birth, ages, gender, ethnicity. Analyze the findings and discuss the different learning opportunities that diversity creates.

- Health and Life Skills, Social Studies

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Work with the class to generate data based on student accomplishments; e.g., how many play a sport, have met or exceeded academic standards, increased personal growth. Graph and interpret the results. What does the graph reveal about students, individually and as a group? How can these group accomplishments be considered resources for learning?

- Physical Education

Ask students to use the Internet to locate statistics on local, provincial and national crime rates. Examine the rates for different factors—location, nature and extent of crime in general, and crime committed by adolescents. Discuss possible crime prevention factors in light of these statistics.

- Health and Life Skills, Social Studies

Ask students to generate ideas for managing their time and commitments. Elicit recognition that different learning styles and preferences create different needs for time management. Have them work in groups to design simple time-management systems that could be adapted to individual needs. Encourage students to use their school diaries or learning logs as a starting point for discussion of time-management issues.

- Health and Life Skills

Ask students to create a list of ways to assess their own learning; e.g., reflection, journal writing, self-tests, discussing their learning with a peer or parent. Have them select different methods for assessing their own learning and practise them on a weekly or monthly basis.

- All subjects

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Focus on

Learning opportunities

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students explore learning institutions they may be interested in attending after high school to fulfill their education goals. Ask them to use a variety of sources to find out where they could pursue their education goals. Complete a retrieval chart that includes the name of the institution, tuition fees, length of course, degree or certificate and how attending the institution would help them achieve their personal goals.

- Career and Life Management

Arrange class visits to meet and interview people in need; e.g., soup kitchen, food bank, hospital or extended care, seniors' complex and agencies assisting people with special needs. Ask students to identify the different types of assistance required and reasons why.

- Career and Life Management

Work with the class to generate data based on student accomplishments; e.g., how many play a sport, have met or exceeded academic standards, increased personal growth. Graph and interpret the results. What does the graph reveal about students, individually and as a group? How can these group accomplishments be considered resources for learning?

- Physical Education

Ask students to develop slogans that exemplify a positive value or attitude that would make their school or classroom a safe and caring place; e.g., "Just Say So," "The sky is the limit," "I care, we care," "Respect Yourself, Respect Others, Respect Property."

- Career and Life Management

Have students read a novel, such as Dickens' *Oliver Twist*. In what ways did social conditions result in crime in the 19th century? Compare them to social conditions and crime rates today. Have students discuss the relationship of social conditions and crime rates, to opportunities for learning.

- English, Social Studies

Ask students to generate ideas for managing their time and commitments. Elicit recognition that different learning styles and preferences create different needs for time management. Have them work in groups to design simple time-management systems that could be adapted to individual needs. Encourage students to use their school diaries or learning logs as a starting point for discussion of time-management issues.

- Career and Life Management

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Ask students to assume they are going to live in their own apartments. Have them develop a monthly budget to cover all their expenses; e.g., rent, utilities, phone, cable, water, food, transportation, entertainment. How much would they need to earn to live by themselves for one year? What implications are there for what they are learning in school right now?

- Career and Life Management

Ask students to create a list of ways to assess their own learning; e.g., reflection, journal writing, self-tests, discussing their learning with a peer or parent. Have them select different methods for assessing their own learning and practise them on a weekly or monthly basis.

- All subjects

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Social Competency 4: Adapting to change

The capacity to identify and access personal and community resources in order to respond to and deal with change effectively. Adapting to change also involves the formation of appropriate response skills, including the ability to deal with criticism and frustration, control aggression, accept consequences of behaviour, resolve conflicts, deal with stress and empathize.

Focus on

External and internal change

Identifies external and internal factors that influence personal growth and development

Personal coping strategies

Describes and applies personal coping and response skills in multiple contexts

Self-directed change

Identifies and applies strategies that establish priorities and support personal growth

Making commitments

Shows commitment to personal and social responsibilities, goals and ethics

Sources of support

Identifies and accesses various sources of personal and social support

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Social Competency 4: Adapting to change

The capacity to identify and access personal and community resources in order to respond to and deal with change effectively. Adapting to change also involves the formation of appropriate response skills, including the ability to deal with criticism and frustration, control aggression, accept consequences of behaviour, resolve conflicts, deal with stress and empathize.

Focus on

External and internal change

Identifies external and internal factors that influence personal growth and development

What to look for

- Identifies factors in multiple environments that influence change and growth
- Identifies and responds with social appropriateness to external boundaries and expectations
- Accepts, respects and appreciates consequences of others' actions on self

Determining the level of social competence

Demonstrates independently

- Identifies the impact of external factors and generates options to respond to change
- Recognizes the multiple environments and contexts that influence and affect behaviour and result in change
- Deals with change in constructive ways
- Deals with the actions of others in respectful ways

Demonstrates with assistance

- Identifies environments and external factors that influence self-development, needs structure and support to identify appropriate options for response
- Identifies effect of change on self, needs support to identify strategies to deal with change constructively
- Requires support to deal with the actions and behaviours of others in respectful ways

Demonstrates with direct teaching and support

- Needs a structured learning environment to respond appropriately to external influences on behaviour and actions
- Requires direct teaching and reminders to identify and apply strategies to deal constructively with change
- Requires direct teaching and support to deal respectfully with the actions and behaviours of others

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Focus on

External and internal change

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to discuss strategies that can be used to respond to teasing. Have them share examples of what has worked for them. Create a master list of effective strategies to reduce teasing; e.g., ignore, change subject, use humour, give a compliment.

- Health and Life Skills

Ask students to discuss anger and share examples of how anger can be expressed in different contexts; e.g., self, peer groups, public settings.

- Health and Life Skills

Ask students what advice they would give peers on how to handle anger. Have them explain their reasons.

- Health and Life Skills

Have students work in small groups to discuss the importance of having pride in self and their school. How do they show this pride? Have them create a coat of arms for themselves and include elements that they are proud of.

- Health and Life Skills, Language Arts, Social Studies

Plan for a class or school day that celebrates learning about different cultural groups. Have students interview people and listen to guest speakers to gain multiple perspectives about different cultures.

- Social Studies, Language Arts

Ask students to define respect and examine how it is demonstrated in various cultures. Have them design posters to illustrate different ways to show respect that are appropriate for different cultural attitudes and beliefs.

- Health and Life Skills, Social Studies, Language Arts

Have students share examples of slogans that portray negative attitudes towards individuals or groups. Ask students to identify strategies to encourage others to refrain from using derogatory phrases or words.

- Health and Life Skills

Ask students to discuss and investigate the responsibility of the tobacco industry when marketing products to young people.

- Health and Life Skills

Have students work in small groups to define the concept of change. Have them create mind maps that explore change at different levels—personal, peer group, societal.

- Health and Life Skills, Social Studies

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Have students consider how change is studied in different ways in different subject areas, such as social studies, language arts, health, mathematics and science.

- All subjects

Have students consider the changes they will experience as they move from junior to senior high school. Have them create charts that identify common fears that junior high students face with this transition, and outline strategies for dealing with these fears.

- Health and Life Skills

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Focus on

External and internal change

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Ask students to interview family members to increase their understanding of their own cultural backgrounds. Have them use their findings to better understand how they respond, and how their family responds, to change and options for the future.

- Career and Life Management, Social Studies

Have students work in small groups to discuss their cultural backgrounds with other group members. Students should look for similarities in various cultures and record them. Differences should also be discussed in a positive manner.

- Career and Life Management, Social Studies

Ask students to define and provide examples of stereotyping; e.g., what one thinks of an individual who belongs to a group and group characteristics that are assigned to the individual. Have students critically discuss examples of stereotypes. Are youth today out of control? Why do people stereotype? Ask students to develop a list of strategies to avoid stereotyping.

- Career and Life Management

Ask students to share examples of teenagers behaving politely and rudely in public places; e.g., food courts, movie theatres, on the streets. Elicit discussion on the public perception of teenagers today. Have students consider what could be done to enhance public perceptions of teenagers.

- Career and Life Management

Ask students to discuss and define behaviours that do not adhere to social norms.

- Career and Life Management

Ask students to define affirmative action and provide examples. How are such actions effective? Ineffective?

- Career and Life Management, Social Studies

Have students work in small groups to define the concept of change. Have them create mind maps that explore change at different levels—personal, peer group, societal.

- Career and Life Management

Have students consider how change is studied in different ways in different subject areas, such as social studies, language arts, health, mathematics and science.

- All subjects

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Ask students to consider how life events, such as births, deaths, separations and moves affect people. Have them develop a sphere of influence chart that explores a life event in detail, starting with the effects of the event on the individual, and moving outward to other areas of a person's life.

- Career and Life Management

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Social Competency 4: Adapting to change

The capacity to identify and access personal and community resources in order to respond to and deal with change effectively. Adapting to change also involves the formation of appropriate response skills, including the ability to deal with criticism and frustration, control aggression, accept consequences of behaviour, resolve conflicts, deal with stress and empathize.

Focus on

Personal coping strategies

Describes and applies personal coping and response skills in multiple contexts

What to look for

- Identifies and responds appropriately to situations that can and cannot be changed
- Describes and assesses personal coping and responding skills
- Identifies and demonstrates appropriate responses to change in multiple contexts

Determining the level of social competence

Demonstrates independently

- Identifies factors that cause stress in immediate and personal environments
- Describes and applies different strategies, such as problem solving and conflict resolution, to situations that can be changed
- Accepts situations that cannot be changed and applies coping strategies

Demonstrates with assistance

- Identifies factors that cause stress, needs support in recognizing what can and cannot be changed in different contexts
- Needs support to apply different strategies in situations that can be changed
- Requires help in applying strategies to deal with situations that cannot be changed

Demonstrates with direct teaching and support

- Needs a structured learning environment to recognize what can and cannot be changed in different contexts
- Needs structured and direct teaching to learn coping strategies
- Requires support to understand situations that cannot be changed

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Focus on

Personal coping strategies

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students what they would do if they heard someone insulting another person. What should they do? What would they do? Explain the difference, if any.

- Health and Life Skills, Language Arts

Have students describe situations where they or a friend had something stolen, broken or ruined by others. How did it make them feel? What should be done to people who do such things? What advice would they give adults in helping them cope in these situations?

- Health and Life Skills

Ask students to consider how they respond to people who are experiencing a challenging life event, such as a separation or death. Have students develop role-plays to model supportive and empathetic responses to others in difficult situations.

- Health and Life Skills

Ask students to discuss the difference between situations that can be changed and those that cannot. How can situations that cannot be changed be accepted?

- All subjects

Ask students to share examples of situations where a friend was hurt or treated unfairly. As a friend, describe ways to help that person cope.

- Health and Life Skills

Discuss how factors that influence events and change can be described mathematically (probability and chance) and how that relates to life events.

- Mathematics

Ask students to describe their most embarrassing situations in a private journal entry. Then, have them work in pairs to brainstorm strategies to overcome embarrassment.

- Health and Life Skills

Ask students to discuss how it feels to be included or excluded from a group and why it is important to include others. Elicit strategies to help others be included and cope with realities of forming groups.

- All subjects

Elicit examples of times when students had difficulty obtaining services in a place of business. Have students work in small groups to role-play skills of being assertive; e.g., watch carefully, state politely that it is your turn, make eye contact and say thank you when served.

- Health and Life Skills

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Focus on

Personal coping strategies

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students identify their personal coping mechanisms in these areas—physiological, cognitive and behavioural. Ask them to share their ideas with the class in order to compile a class inventory of coping mechanisms. This list can be used to provide options for students coping with difficult situations.

- Career and Life Management

Ask students to compare and contrast their values with those of their peers. Explain how they are the same or different. Discuss why people have certain values and beliefs. How do these values and beliefs affect the way people cope with different life situations?

- Career and Life Management, English, Social Studies

Ask students to identify what determines personality. Is it inherited or developed through experience? Is it changing or constant? Have students create simple inventories of personality characteristics. Reflect on how personality affects the way people cope with different situations.

- Career and Life Management, Sciences

Ask students to reflect on incidents where they became angry and describe the degree of anger experienced. Did anger help solve the problem?

- Career and Life Management

Ask students to use a variety of sources of information to explore how anger is expressed. Ask them to reflect on the expression of anger in contexts they are personally connected to, or in public contexts, such as media and community issues. In what way is their personal expression of anger similar to those represented in the media? Is the expression of anger effective in solving problems?

- Career and Life Management, English

Elicit examples of situations in which people fail and the reasons why they fail (low self-esteem, lack of effort or knowledge). List steps to avoid failure, and possible sources of support and encouragement.

- All subjects

Ask students to work in small groups to discuss the Allied bombings of population centres during WWII and compare that with current issues, such as drive-by shootings. Ask students to consider the moral dilemmas of such situations and focus on intended vs. unintended consequences.

- Social Studies

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Ask students to consider how they respond to people who are experiencing a challenging life event, such as a separation or death. Have students develop role-plays to model supportive and empathetic responses to others in difficult situations.

- Career and Life Management

Ask students to discuss the difference between situations that can be changed and those that cannot. How can situations that cannot be changed be accepted?

- All subjects

Have students explore different reasons people get angry. What would they do if they were in the same situation? List ways to deal appropriately with an angry person in different situations; e.g., listen, express empathy, ignore.

- Career and Life Management

Ask students to discuss how it feels to be included or excluded from a group and why it is important to include others. Elicit strategies to help others be included and cope with realities of forming groups.

- All subjects

Elicit examples of times when students had difficulty obtaining services in a place of business. Have students work in small groups to role-play skills of being assertive; e.g., watch carefully, state politely that it is your turn, make eye contact and say thank you when served.

- Career and Life Management

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Social Competency 4: Adapting to change

The capacity to identify and access personal and community resources in order to respond to and deal with change effectively. Adapting to change also involves the formation of appropriate response skills, including the ability to deal with criticism and frustration, control aggression, accept consequences of behaviour, resolve conflicts, deal with stress and empathize.

Focus on

Self-directed change

Identifies and applies strategies that establish priorities and support personal growth

What to look for

- Sets and applies priorities in personal, school, neighbourhood and community contexts
- Identifies opportunities for improvement and change

Determining the level of social competence

Demonstrates independently

- Sets priorities for personal involvement and growth appropriate to multiple contexts
- Uses self-assessment strategies to describe areas of strength and those in need of improvement

Demonstrates with assistance

- Identifies needs and wants in different contexts, needs support in prioritizing them
- Describes perceived areas of strength and those in need of improvement
- Needs support and structure to develop strategies for self-assessment

Demonstrates with direct teaching and support

- Requires support in differentiating between needs and wants in order to set priorities
- Requires structured and direct teaching to identify areas of strength and those in need of improvement, and to develop strategies for self-assessment

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Focus on

Self-directed change

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to list their current involvements and activities. Have them prioritize their lists in a chart, from most important to least.

- Health and Life Skills

Ask students to discuss how needs and wants are different. Have them consider how separating needs from wants can help determine priorities. Apply the process of identifying and separating needs from wants to set priorities in different subject areas.

- All subjects

Ask students to discuss the importance of appearance in relation to age and gender. Plot degrees of importance along a life span, including baby, toddler, child, adolescent, adult and senior. Have students discuss setting priorities and how these can change in different stages of life.

- Health and Life Skills

Have students compare changes in the life cycle to change in Canada's growth and development. Use a Venn diagram to make comparisons and create analogies.

- Social Studies

Ask students to discuss how it feels to have choices and the right to choose rather than being told what to do. How do they earn the right to make choices? Make a chart with two headings—Choices I Want to Make and Responsibilities Required. Have the class reflect on the list and decide if they want all or some of the choices, given the accompanying responsibilities.

- Health and Life Skills

Ask students to brainstorm the unconscious choices they make each day; e.g., walking to school, how they look at others, what they eat. Have them work on making conscious and responsible choices each day by integrating reminders into learning logs and journals.

- All subjects

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Focus on

Self-directed change

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in pairs to develop action plans to address situations they would like to change. Encourage students to think creatively in assessing personal resources to reduce potential barriers to change.

- All subjects

Ask students to list their current involvements and activities. Have them prioritize their lists in a chart, from most important to least.

- Career and Life Management

Have students discuss differences between ability (existing capacity to perform tasks) and aptitude (capability or potential to learn) in terms of personal growth and goal setting.

- Career and Life Management

Have students identify language functions and formats in different social contexts. Have them work in small groups to create role-plays illustrating different social contexts, and model appropriate and inappropriate uses of language. Ask them to identify the importance of adapting language to the situation.

- English

Ask students to discuss the importance of appearance in relation to age and gender. Plot degrees of importance along a life span, including baby, toddler, child, adolescent, adult and senior. Have students discuss setting priorities and how these can change in different stages of life.

- Career and Life Management

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Social Competency 4: Adapting to change

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Focus on

Making commitments

Shows commitment to personal and social responsibilities, goals and ethics

What to look for

- Applies personal resources and strengths appropriately to different contexts
- Identifies and empathizes with multiple perspectives involved in making decisions about goals, responsibilities and commitments

Determining the level of social competence

Demonstrates independently

- Applies personal values to the context of personal commitments
- Demonstrates empathy toward opinions and viewpoints of others
- Applies personal strengths and resources to different tasks and contexts

Demonstrates with assistance

- Defines and explains personal values and identifies personal commitments
- Listens to opinions and viewpoints of others
- Identifies personal strengths and resources, needs support and reminders to apply to different tasks and contexts

Demonstrates with direct teaching and support

- Is developing appropriate social values and expectations with assistance
- Needs support to express personal opinions and viewpoints
- Requires structured environment to identify personal strengths and resources appropriate to different tasks and contexts

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Focus on

Making commitments

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to identify the core values or attributes of a caring classroom. Have them present their lists to a larger group and identify the top 10 by consensus. Elicit discussion on the process of developing consensus as a group. Once consensus is achieved, design posters to illustrate each value and attribute.

- All subjects

Work with the class to explore relationships among classmates that support or undermine positive peer relationships; e.g., gossiping, competing for friends, bullying. Discuss these as a group and identify ways to support each other.

- Health and Life Skills

Ask students to define values, choices and commitments. Have them apply their definitions to the use and abuse of substances; e.g., alcohol, drugs.

- Health and Life Skills

Ask students to examine the lyrics to songs celebrating common rituals; e.g., *Auld Lang Syne*, for meaning and purpose. Explore the history or origin of each song. How do these songs and rituals represent personal and societal values and beliefs?

- Health and Life Skills, Social Studies

Ask students to create a list of holidays and major celebrations throughout the calendar year. In small groups, discuss how each holiday is celebrated. In a large group, combine the lists to make a collage of various ways of celebrating. How do holidays and celebrations reflect personal and societal values and beliefs?

- Language Arts, Social Studies

Ask students to list various ways to assist a person new to Canada at school. What social expectations are necessary for this new person to fit into the community and school?

- Social Studies

Have students create a timeline to represent the life stages between birth and death, and provide examples of tasks and responsibilities appropriate to childhood, adolescence and adulthood. Compare and contrast differing interests and needs.

- Health and Life Skills

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Have students work in small groups to describe new inventions that would make the world a better place, a task easier or life more enjoyable. How would they test their ideas and get support for future development? Share small group ideas with the class. What do classmates think about the inventions?

- Language Arts, Science, Social Studies

Ask students to work in pairs to research and report on inventors or famous researchers. What was the secret to their success? What obstacles did they overcome? What resources did they draw on to develop their inventions or research?

- Language Arts, Science, Social Studies

Ask students to compare and contrast recreation and exercise for a child, teenager and adult. Elicit discussion on changes in life and subsequent changes in physical fitness.

- Physical Education

Have students list behaviours that are appropriate at various sporting events. If they paid a lot of money for a ticket to an important game, what behaviour would they expect from the person sitting in front of them?

- Physical Education

Ask students to research Olympians and how they worked to accomplish their goals. What obstacles did they overcome? What rewards did they reap? What personal and societal resources and supports did they depend on?

- Physical Education, Social Studies

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Focus on

Making commitments

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students develop personal inventories of social skills by creating concept webs with examples of commitment. Students can also develop webs around other attributes, such as responsibility, dedication, conscientiousness and loyalty.

- All subjects

Ask students to identify rituals common to adolescence and the importance of such rituals; e.g., transition from junior to senior high school, graduation, reaching the age of 18.

- Career and Life Management

Have students list symbols that identify groups or organized bodies; e.g., national flag, logo. Select and describe those symbols that reflect positive values. Elicit discussion on how commitment is evoked by symbols.

- English, Social Studies

Have students discuss the code of silence that prevents many students from telling on each other, or reporting crimes or serious violations of school rules. Elicit discussion on why students keep silent, the feelings associated with witnessing such acts and strategies that would be effective in rectifying the situation.

- Career and Life Management

Ask students to identify appropriate use of free time during class or school. Identify guidelines for use of free time and possible consequences for abuse or unproductive use of free time.

- All subjects

Ask students to discuss the importance of freedom in our culture. What does it mean to be free? Imagine that freedoms were taken away. Plan a course of action to restore freedoms.

- Career and Life Management, Social Studies

Have students track the amount of water they use in one day; e.g., shower, toilet, drinking, dishes. How does their water consumption compare to individuals in a Third World country? List ways to conserve water. How do basic resources affect differing lifestyles and choices? Extend activity into discussion about empathy for others.

- Social Studies

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Ask students to research waste management. Why is it important to recycle garbage? Research ways to reduce garbage. What are the benefits of recycling? How is recycling an example of a personal commitment? Share findings with a large group. How is waste and resource management part of learning to live in society?

- Career and Life Management, Social Studies, Sciences

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Social Competency 4: Adapting to change

The capacity to identify and access personal and community resources in order to respond to and deal with change effectively. Adapting to change also involves the formation of appropriate response skills, including the ability to deal with criticism and frustration, control aggression, accept consequences of behaviour, resolve conflicts, deal with stress and empathize.

Focus on

Sources of support

Identifies and accesses various sources of personal and social support

What to look for

- Identifies need for personal support in different contexts and social environments
- Identifies and accesses external support available from different social contexts; e.g., family, school and community

Determining the level of social competence

Demonstrates independently

- Identifies and describes the need for personal support in different contexts
- Identifies personal and community support resources
- Recognizes the value of personal and community support in coping with change and transition

Demonstrates with assistance

- Identifies need for personal support with assistance
- Identifies personal and community support resources with assistance
- Describes the need for personal and community support to cope with change and transition

Demonstrates with direct teaching and support

- Identifies ways that personal support can be provided in different contexts, needs support to apply to personal needs
- Needs assistance to identify alternative support resources
- Identifies the purpose of personal and community support, needs structured teaching to appreciate value of such supports in contexts that involve change and transition

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Focus on

Sources of support

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students discuss the importance of being connected; e.g., to themselves, family, friends and school. What would happen if they were not connected to others?

- Health and Life Skills

Ask students to reflect on and discuss the importance of mentoring others. Provide examples of mentorships. List characteristics that are important in a mentor.

- All subjects

Have students sketch what they consider to be the ideal learning environment at school and home. How does this environment help them learn better?

- Health and Life Skills

Ask students to work in small groups to brainstorm available self-improvement resources. How would they begin to identify and access the sources of support; e.g., library, courses, friends, bookstore? What can be done to ensure continued access?

- Health and Life Skills

Ask students to create friendship booklets. Have them ask various friends to write personal messages to include in the booklets. Encourage students to construct their booklets creatively.

- Health and Life Skills

Have students work in small groups to identify similar interests, tastes, likes and dislikes. Report similarities to the large group. Discuss how easy it is to see differences in others but harder to see similarities.

- Health and Life Skills

Ask students to define and provide examples of empathy and sympathy.

- Health and Life Skills

Invite a guest speaker to talk about the homeless, the poor or people with special needs. Brainstorm ways for students to help people in need. Encourage students to spend time volunteering, and provide opportunities for them to share their experiences and feelings.

- Health and Life Skills, Social Studies

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Focus on

Sources of support

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students complete a short research project on support services available in their community and school. Have students record contact information for each support service, a brief summary of the service and how the service can be accessed.

- Career and Life Management

Ask students to discuss the importance of mentoring. Provide examples of mentorships. List ways to begin a mentorship.

- All subjects

Ask students to brainstorm ways to stand up for a friend who is being treated unfairly. How do they know when friends need support; e.g., tears, frustration, a bewildered look, and when they don't; e.g., when assertive, polite, addressing the treatment?

- Career and Life Management

Have students determine the costs of health care in terms of the government's annual budget, regional expenditures and average cost per citizen. Profile costs using graphs or charts. Use the results to debate issues about the community's responsibility for citizens, and citizen's responsibilities for self and others.

- Career and Life Management, Mathematics, Social Studies

Ask students to discuss the implications of active living on physical health, and the impact of physical health on emotional well-being. How can physical activity be considered a personal resource?

- Physical Education

Ask students to list the pros and cons of owning credit cards. Estimate the amount of interest owed on varying amounts. Use the results to discuss the impact of financial resources on life decisions.

- Career and Life Management, Mathematics

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Social Competency 5: Interpersonal communication

The development of effective communication skills, strengthening both verbal and nonverbal strategies, which includes giving feedback, listening, using an appropriate tone and volume of voice, negotiating, apologizing, conversing, speaking, and seeking and giving help.

Focus on

Communication strategies

Uses effective communication skills and strategies with others

Building relationships

Identifies and uses social norms, values and strategies for building effective relationships

Group dynamics

Contributes to group processes through effective interpersonal communication and group relationships

Negotiating

Identifies and applies negotiation and consensus-building strategies

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Social Competency 5: Interpersonal communication

The development of effective communication skills, strengthening both verbal and nonverbal strategies, which includes giving feedback, listening, using an appropriate tone and volume of voice, negotiating, apologizing, conversing, speaking, and seeking and giving help.

Focus on

Communication strategies

Uses effective communication skills and strategies with others

What to look for

- Demonstrates skills to balance speaking, listening and responding in social contexts
- Identifies and selects appropriate communication strategies (verbal and non-verbal) for different contexts

Determining the level of social competence

Demonstrates independently

- Models effective listening and responding strategies, such as looking at the speaker and exhibiting appropriate body language; clarifies by asking questions; processes information presented and puts what is heard into own words
- Demonstrates ability to listen and speak in different contexts; e.g., one-on-one, small and large groups, informal and formal
- Selects appropriate verbal and non-verbal strategies to communicate ideas, thoughts and feelings

Demonstrates with assistance

- Can identify effective listening and responding strategies, needs support in applying them in social settings
- Demonstrates ability to listen and speak in specific contexts, needs support and assistance to broaden contexts in which effective communication occurs
- Needs assistance and reminders to select appropriate verbal and non-verbal strategies to communicate ideas, thoughts and feelings

Demonstrates with direct teaching and support

- Needs structured learning environment in which to practise effective listening and responding strategies
- Is developing the ability to listen and speak in different contexts; e.g., one-on-one, small and large groups, informal and formal
- Is developing strategies to select appropriate verbal and nonverbal ways to communicate ideas, thoughts and feelings

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Focus on

Communication strategies

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to practise giving and receiving directions to various places around school. Discuss clear and vague directions, and the importance of clear language and precise words for communicating.

- Language Arts

Have students practise their listening and speaking skills by discussing and listing the skills involved in debate.

- Language Arts, Social Studies

Have students work in small groups to prepare for a class debate on a topic related to social or environmental issues.

- Language Arts, Social Studies, Science

Have students work in pairs to complete research reports on the format and structure of debating.

- Language Arts, Social Studies

Have students, working in groups of three, practise all three communication skills—writing, listening and speaking. First, have each student prepare a written statement on a topic that reflects a unit currently under study. This statement is given to each member of the group for clarity and understanding. A second statement is presented verbally to each group member. Then, members give feedback on each verbal statement.

- All subjects

Have students work in small groups to prepare to debate an issue; e.g., bullying in schools, females do not use violence. Have them select their most convincing arguments to debate in a large group. Provide feedback on group behaviours during the process. Examine effective means to share various points of view on controversial issues.

- Health and Life Skills, Social Studies

Ask students to make a list of people in authority; e.g., teacher, parent, police officer, doctor, and discuss the consequences of not respecting people in authority. As a person in authority, how would they handle others who do not heed their advice?

- Health and Life Skills

Have students work in small groups to practise paraphrasing statements made by others. Have them vary their tone of voice for each statement to illustrate the effects of tone of voice.

- All subjects

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Ask students to define complaining. Discuss the consequences of excessive complaining. Elicit common reactions. Have students list strategies to reduce excessive complaining and ways to make complaints heard by others.

- Health and Life Skills

Ask students to list types of behaviour at school that people dislike. What can be done about these behaviours? By whom? When? How? Develop an action plan to deal with these behaviours and communicate expectations to others.

- Health and Life Skills

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Focus on

Communication strategies

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students develop short class presentations on a subject under study. After students develop their presentations, they should practise them with two other students. This allows the two listeners to give constructive feedback while practising their listening and note-taking skills. Then, students should present to the class. Have all students take notes, and allow for questions and answers.

- All subjects

Ask students to list the most constructive ways to respond politely to a complaint or complainer. Have students construct a flow chart on ways to deal with complaints.

- Career and Life Management

Ask students to discuss common requests made by friends. What makes a request unreasonable? Discuss ways to refuse unreasonable requests that include tact and reason. Have students role-play attempts to sell something to someone who does not want the product. Debrief the class by discussing the most constructive ways to politely refuse requests.

- Career and Life Management

Ask students to define small talk and provide examples. Discuss when the use of small talk is or is not appropriate. Identify the consequences of using small talk inappropriately. Develop rules for using small talk in class settings.

- Career and Life Management, English

Ask students to define "minding your own business." Identify the consequences of meddling. List five ways to avoid meddling at school or work.

- Career and Life Management

Have students define performance feedback and constructive criticism. Why are they important? Who is in the best position to provide such feedback and when? List ways to provide and request feedback. Have students role-play ways to provide feedback. Have the class provide feedback to the role-players.

- All subjects

Elicit ways to respond positively to unwarranted criticism; e.g., ignore, explain, ask for apology. Have students work in small groups to role-play situations when they were unfairly criticized; e.g., missing curfew because bus was late. Have students evaluate their own performances.

- Career and Life Management

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Ask students to think of times when they or others have criticized people. Did the criticism help? How does it feel to be criticized? Have students define constructive criticism. How can such criticism result in positive changes?

- All subjects

Discuss ways to interpret the feelings of others through body language and verbal cues. Identify the feelings associated with body language and verbal cues. List ways to respond to others based on their body language.

- English, Career and Life Management

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Social Competency 5: Interpersonal communication

The development of effective communication skills, strengthening both verbal and nonverbal strategies, which includes giving feedback, listening, using an appropriate tone and volume of voice, negotiating, apologizing, conversing, speaking, and seeking and giving help.

Focus on

Building relationships

Identifies and uses social norms, values and strategies for building effective relationships

What to look for

- Identifies common goals and expectations that impact the ability to work and communicate with others
- Demonstrates understanding of social norms and values in different contexts; e.g., peers, family, community, society
- Develops strategies to build and enhance relationships

Determining the level of social competence

Demonstrates independently

- Identifies common goals and expectations in a group setting or within a relationship
- Models respect and empathy for diversity in personalities, values, beliefs, cultures, appearances and roles
- Attempts to find common ground, and works with others to build understanding and empathetic relationships

Demonstrates with assistance

- Identifies expectations within group settings or relationships, needs support in relating expectations to common goals
- Is developing strategies to demonstrate respect and empathy for diversity
- Is developing strategies for working with others to build understanding and empathetic relationships

Demonstrates with direct teaching and support

- Needs structured learning environment to identify common goals and expectations within a group setting or relationship
- Is developing the ability to understand the need for strategies to demonstrate respect and empathy for diversity
- Needs structured teaching of skills required to work with others, and develop understanding and empathetic relationships

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Focus on

Building relationships

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work individually to construct visual organizers detailing what a healthy relationship looks, feels and sounds like. Ask students to share their organizers with a partner.

- Health and Life Skills

Have students work in small groups to construct visual organizers that compare the results of working individually, in pairs, in a small group and in a large classroom group.

- All subjects

Have students work in groups to brainstorm characteristics of each of the following social norms:

- rights of individual group members
- compromising in groups
- respect for others in groups
- concern for others in groups
- consideration of opinions expressed in groups.
- All subjects

Ask students to compare and contrast love, parenting and friendship to identify different forms of caring for others. Have them create visual representations of each.

- Health and Life Skills

Ask students to define caring, and discuss how males and females express caring. Elicit discussion on reasons for different ways of caring.

- Health and Life Skills

Ask students to list ways to care for themselves, others and the environment. Elicit the importance of different ways of caring for others depending on the context. Have students work in small groups to create comic books that represent ways of caring for and supporting others.

- Health and Life Skills

Have students write journal entries on what caring looks, feels and sounds like. Include examples and illustrations.

- Health and Life Skills

Have students provide examples of caring among peers, friends, family, teachers and students. Have them compare and contrast caring behaviours by completing charts that list relationships and the behaviours used to demonstrate caring within those relationships.

- Health and Life Skills

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Ask students to list the general responsibilities involved in caring for an infant; e.g., full-time supervision, feeding, diapering, stimulation, love. Discuss what is involved in parenting another person.

- Health and Life Skills

Ask students to discuss the importance of being polite to others in all settings. List ways to be polite to others at home, school or in the community.

- All subjects

Have students work in small groups to role-play what happens when a person forgets someone's name. What can they do to introduce that person? How does it feel to be ignored in a social situation? Have them list ways to introduce themselves if someone else forgets their name.

- Health and Life Skills, Language Arts

Ask students to list ways to demonstrate manners and proper etiquette in hallways and public places; e.g., holding doors open for others, letting others go first, using quiet voices. Create a mind map that starts with social contexts, and includes behaviours and attitudes toward others.

- Health and Life Skills

Ask students to discuss the importance of building relationships throughout their lives. Provide examples of relationships that have a strong foundation, open communication and real commitment. Have students share stories about one strong relationship that they have.

- Health and Life Skills

Have students create diagrams to illustrate the results of working independently, with small groups and as a large group to solve an important social issue.

- Social Studies, Health and Life Skills, Language Arts

Working in small groups, have students imagine that they had to start the world all over again. What objects would be necessary for survival? Record and share small group lists and then work as a class to achieve consensus on a master list. Reflect on the process of consensus.

- Social Studies

Tell students to imagine they are stranded on a deserted island with one other person. Have them describe the ideal person to be stranded with. Create a recipe for this ideal person. Elicit the importance of friendship and teamwork to survive in extreme conditions.

- Health and Life Skills

Have students describe ways to make students new to their school feel welcome. Have them work individually or in small groups on a piece of creative writing; e.g., short story, poetry, skit, reader's theatre, that reflects their ideas. Extend the activity into a discussion about empathy for newcomers.

- Health and Life Skills, Social Studies, Language Arts

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Have students discuss ways to demonstrate compassion and caring for people living in Third World countries. Have them reflect on how compassion and caring are important in both personal and societal contexts.

- Health and Life Skills, Social Studies, Language Arts

Ask students to discuss what separates the school from the community. What brings the two together? What can students do to show the positive qualities of the school and students to the community?

- Health and Life Skills, Social Studies, Language Arts

Have students create diagrams that represent the process of taking apart and rebuilding a small appliance to illustrate the importance of order and purpose. Have them develop slogans around the activity, such as "the whole is greater than the sum of its parts" or "synergy." Have them reflect on the implications of this activity to their relationships with peers, family, classmates and community members.

- Health and Life Skills

Ask students to work in small groups to create detailed plans for caring for the physical plant of the school. Have them prioritize actions. Why is the physical environment important for people who work and live together?

- Health and Life Skills

Ask students to create an outline of key points for caring for a pet, including feeding, cleaning and exercising the pet. Ask students to debate the question: "At what age should children be made responsible for a pet?"

- Health and Life Skills, Science

Ask students to study animal behaviour, and means of communication between mothers and babies, males and females. Have them draw conclusions about the relationships of animals and those of people.

- Health and Life Skills, Science

Ask students to describe ways of caring for animals, plants and the environment that are consistent with how people care for each other. Have them create statements that reflect their attitudes and concerns for people and the environment.

- Health and Life Skills, Science

Ask students to work in pairs to discuss why some children are asked to participate in group activities while others are not. Have each pair combine with another to develop role-plays that deal with the feelings experienced by those who are ignored. Discuss ways to ensure that all students are treated with respect in group situations.

- Health and Life Skills, Physical Education

Ask students to discuss why collaboration is important for group work. What happens if a group cannot work together? What happens when a group works well together?

- All subjects

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Ask students to discuss the importance of having a common system of measuring; e.g., money, metric or imperial measurement. What would happen if every country used a different system? What would happen if all countries used the same system? How does this affect the ability to communicate with different countries?

- Mathematics

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Focus on

Building relationships

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to construct visual organizers that compare the results of working individually, in pairs, in a small group and in a large classroom group.

- All subjects

Have students create personal profiles. Within these profiles, students could include personal goals, likes, dislikes, strengths and personality traits they would like to improve. Have them share their profiles in groups of four or five. The sharing should result in a profile of the group. Students may start to see that while each member has different strengths, likes, etc., there are many similarities. Elicit discussion about improving personal relationships within groups and developing willingness to cooperate during group work.

- Career and Life Management

Have students work in small groups to examine caring relationships as depicted in classic literature, such as *Black Beauty, Old Yeller, The Incredible Journey, The Wind in the Willows* and *The Trumpet of the Swan.* Have groups present their views to the large group. What lessons do the animals teach about caring? Have students work in their groups to create pieces of children's literature or picture story books. If possible, provide the opportunity for students to share their work with younger children.

- Career and Life Management, English

Discuss the concept of caring in terms of ethics, relationships and values. Write a multifaceted definition of caring.

- Career and Life Management

Discuss the concept of friendship as depicted in literature, such as *Of Mice and Men, The Color Purple, The Diaries of Jane Somers.* How are friendships portrayed? Are the characters loyal to each other?

- English

Read an excerpt from a philosophical work, such as Aristotle's *Nicomachean Ethics*, and discuss the criteria for friendship and categories of friends. Have students relate ideas to their current circle of friends.

- English

Read and discuss choices of mates in love relationships as depicted in literature, such as *Romeo and Juliet, The Scarlet Letter, Wuthering Heights, Gone with the Wind.* Have students compare these relationships to relationships today.

- English, Career and Life Management

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Ask students to discuss the responsibilities involved in caring for a pet. Why is there a need for the Society for the Prevention of Cruelty to Animals (SPCA)? Invite a speaker from the SPCA to talk about caring for a pet and the role of the SPCA. Reflect on implications for all relationships.

- Career and Life Management

Ask students to discuss their feelings about personal space and correct social distance. How can they respect the space of others? What are the cues that communicate a person's discomfort with personal space? Model examples.

- Career and Life Management

Ask students to list ways to express affection for others; e.g., males, females, friends, family. Discuss appropriate displays of affection in public places.

- Career and Life Management

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Social Competency 5: Interpersonal communication

The development of effective communication skills, strengthening both verbal and nonverbal strategies, which includes giving feedback, listening, using an appropriate tone and volume of voice, negotiating, apologizing, conversing, speaking, and seeking and giving help.

Focus on

Group dynamics

Contributes to group processes through effective interpersonal communication and group relationships

What to look for

- Uses appropriate communication skills when working with a group; e.g., asks for help, joins in, gives and follows instructions, apologizes, and convinces others
- Solicits and acknowledges the ideas, thoughts, feelings, opinions and contributions of others
- Develops coping skills for working with groups

Determining the level of social competence

Demonstrates independently

- Responds appropriately to others in a variety of group settings and respects group members by supporting them
- Identifies personal place and role in a group setting, and the goals and styles of others in the group
- Initiates discussion and solicits ideas, thoughts and feelings of others
- Models strategies for dealing appropriately with group conflict

Demonstrates with assistance

- Needs support to respond appropriately to others in a variety of group settings and to respect group members
- Identifies various roles within group settings, needs support to take on different roles
- Initiates discussion and solicits the ideas, thoughts and feelings of others with assistance
- Is developing strategies for dealing appropriately with group conflict

Demonstrates with direct teaching and support

- Needs structured learning environment to respond appropriately to others in a variety of group settings and to respect group members
- Requires encouragement and support to move out of comfortable role in a group setting
- Requires structured teaching to initiate discussion, and solicit ideas, thoughts and feelings of others
- Is learning and developing strategies for dealing appropriately with group conflict

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Focus on

Group dynamics

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to identify and achieve a group goal. Ask students to identify the strategies needed—supporting, respecting and listening to each group member.

- All subjects

Have students work in small groups to identify and define responsibilities for different group members; e.g., group leader, recorder, researchers, encouragers, accountability experts.

- All subjects

Have students engage in a circle exercise. Students should be organized into circles of six. The first person starts to discuss a topic of current interest to students; e.g., current film, issue of political or social relevance. After each student has expressed an opinion, students can ask questions and enter into a discussion. It is important that the topics be controversial so that a variety of opinions are expressed and so that students practise interpersonal communication and group-relations skills. These skills include respect for others, paraphrasing and extending ideas of others.

- All subjects

Introduce students to different models of conflict resolution. Have students, working in small groups, choose a model around which to develop a role-play to present to the rest of the class.

- All subjects

Have students diagram the process of making group decisions by consensus. Have them find examples in the media.

- All subjects

Have students practise the skills required to work effectively in groups. Ask them to create charts to identify each skill and the behaviours required to display the skill. Ask them to refer to their charts when working in groups.

- All subjects

Ask students to identify the role they feel most comfortable with in a group setting. Have them identify those roles in which they are not comfortable. Have them work in pairs to brainstorm ways that group members can support someone who is trying to take on a role in which he or she is not comfortable. Have groups develop role-plays around their ideas.

- All subjects

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Focus on

Group dynamics

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to identify and achieve a group goal. Ask students to identify the strategies needed—supporting, respecting and listening to each group member.

- All subjects

Have students work in small groups to identify and define responsibilities for different group members; e.g., group leader, recorder, researchers, encouragers, accountability experts.

- All subjects

Have students practise their group interpersonal communication skills using topics currently being studied. Have students, working in small groups, discuss and develop role-plays around the following skills:

- listening
- paraphrasing
- questioning
- giving and receiving feedback
- being assertive versus being aggressive
- respect for other perspectives.

These skills may have to be reviewed and discussed with the class before proceeding. Have each group present to other groups.

- All subjects

Ask students to discuss cordiality and respect in classrooms. What do classmates owe each other in a learning environment? Explore actions that support or undermine peer relations; e.g., competing for grades, cheating, spreading rumors. Develop a class list of ways to support peers at school.

- All subjects

Have students define good character and citizenship. Provide concrete examples of each and identify the core values associated with each. Have students use their ideas to create a recipe for a good citizen.

- Career and Life Management, Social Studies

Have students diagram the process of making group decisions by consensus. Have them find examples in the media.

- All subjects

Ask students to identify the role they feel most comfortable with in a group setting. Have them identify roles in which they are not comfortable. Have them work in pairs to brainstorm ways that group members can support someone who is trying to take on a role in which he or she is not comfortable. Have groups develop role-plays around their ideas.

- All subjects

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Social Competency 5: Interpersonal communication

The development of effective communication skills, strengthening both verbal and nonverbal strategies, which includes giving feedback, listening, using an appropriate tone and volume of voice, negotiating, apologizing, conversing, speaking, and seeking and giving help.

Focus on

Negotiating

Identifies and applies negotiation and consensus-building strategies

What to look for

- Identifies contexts in which problems and conflict can occur
- Uses appropriate negotiating strategies to resolve problems and conflict
- Applies a process for consensus building

Determining the level of social competence

Demonstrates independently

- Describes conflict in relation to different settings in which it can occur
- Uses appropriate processes to resolve conflict through negotiation and consensus building, such as stating personal opinions and listening to those of others, paraphrasing what was heard, acknowledging personal role and responsibility in conflict, apologizing, accepting apologies, deciding on future action with others, compromising

Demonstrates with assistance

- Identifies conflict situations with assistance, needs support in determining the relationship of the conflict to the setting or context
- Is developing and learning to apply appropriate processes to resolve conflict through negotiation and consensus building

Demonstrates with direct teaching and support

- Needs support to identify reasons for conflict in different settings
- Needs structured environment in which to practise appropriate responses and develop processes to resolve conflict through negotiation and consensus building

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Focus on

Negotiating

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in pairs to practise conflict-management skills. Ask each pair to record the steps that are part of a conflict-management process. Provide them with a resource that explains conflict management and have them compare their models to those presented in resources.

- All subjects

Have students work in small groups to resolve a personal problem where the solution must satisfy both individuals involved. Students can select an issue of concern or have an issue presented to them. Students should discuss ways to deal with stressful situations in non-violent ways. The processes and strategies for conflict management should be introduced in this task.

- All subjects

Ask students to brainstorm examples of idiomatic phrases, such as "If you give an inch, they'll take a mile." Have them represent the phrases visually by placing them in the context of a social situation.

- Health and Life Skills, Language Arts

Ask students to examine classroom or school rules for their intent and effectiveness in providing order and discipline. Discuss whether the rules serve to increase student responsibility or not. Ask students to make recommendations to the teacher or principal.

- All subjects

Have students provide examples of when cooperation is more important than competition. Provide rationales for their judgements.

- All subjects

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Focus on

Negotiating

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in pairs to develop models for conflict management. Ask them to apply their models to conflict situations and develop role-plays around them. The situations can relate to topics or issues relevant in a particular subject area.

- All subjects

Have students learn to negotiate in ways that result in win-win situations. Using an appropriate case study, have students work toward consensus using positive negotiation skills. These skills should be discussed first as a class, then practised in groups:

- exchanging ideas and solutions
- finding common ground in the solution
- respecting that everyone needs to be heard.

Move toward consensus only when all students have had their ideas included in the solution.

- All subjects

Ask students to work in pairs to explore famous quotes for their meaning; e.g., Goethe: "We learn from those we love." What are our obligations in order to successfully negotiate with others? What should we refrain from doing? How can we negotiate our decisions as a group? Discuss results as a large group.

- Career and Life Management, English

Have students create an advertising campaign that promotes the benefits of cooperation and competition, using examples from school classes and social situations. Run the campaign in the school.

- All subjects

Ask students to discuss problems youth have on the job as a result of differing opinions on how to do the job. Identify strategies to resolve differences or reach a compromise.

- Career and Life Management

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Social Competency 6: Building community

The development of interpersonal skills involved in building community through understanding and respecting others, which includes making friends; dating; being aware of others; dealing with authority figures; initiating interactions; interacting with strangers, adults, peers and co-workers; showing consideration; sharing and cooperating.

Focus on

Courtesy and respect

Demonstrates appropriate social-interaction skills and positive values to reflect courtesy and respect

Supporting others

Identifies, accepts and respects values and beliefs of others

Building community

Participates in and respects community activities and common goals

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Social Competency 6: Building community

The development of interpersonal skills involved in building community through understanding and respecting others, which includes making friends; dating; being aware of others; dealing with authority figures; initiating interactions; interacting with strangers, adults, peers and co-workers; showing consideration; sharing and cooperating.

Focus on

Courtesy and respect

Demonstrates appropriate social-interaction skills and positive values to reflect courtesy and respect

What to look for

- Demonstrates strategies that show courtesy and respect for others in multiple contexts
- Applies positive values in demonstrating courtesy and respect; e.g., caring, equality, social justice, integrity, honesty, responsibility, restraint
- Demonstrates respect for differences in beliefs, abilities and behaviours

Determining the level of social competence

Demonstrates independently

- Models appropriate proactive behaviours, such as greetings and wait time when interacting with others
- Models appropriate reactive behaviours, such as controlling responses to stressful situations
- Discusses and respects the values and beliefs of others
- Acknowledges with respect, the skills, abilities and positive behaviours of others

Demonstrates with assistance

- Demonstrates appropriate proactive behaviours with reminders and support, such as greetings and wait time when interacting with others
- Demonstrates reactive behaviours with reminders and support, such as controlling responses to stressful situations
- Identifies and is learning to accept the values and beliefs of others
- Identifies the skills, abilities and positive behaviours of others, needs support to demonstrate respect

Demonstrates with direct teaching and support

- Needs structured learning environment to learn and apply appropriate proactive and reactive behaviours and strategies
- Is developing behaviours to identify, accept and respect the values and beliefs of others
- Identifies the skills, abilities and positive behaviours of others with reminders and support

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Focus on

Courtesy and respect

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to videotape five-minute interviews on a current event being studied. Ask students to exchange their videotapes with another group and have groups discuss how to give constructive feedback.

- Social Studies, Science

Have students work in small groups to develop three-minute skits that demonstrate courtesy and respect in a group situation. Encourage students to be creative in getting their message across to others.

- All subjects

Have students work in pairs to interview each other about their backgrounds, interests and talents. Have pairs create introductions for each other and introduce their partners to the class.

- All subjects

Have students discuss why people have different values. Have each student prepare a list of the sources of their values. Then, have them collaborate on a class list that reflects the variety of factors that contribute to the development of personal values.

- Health and Life Skills, Language Arts, Social Studies

Have students discuss people they consider to be heroes. What are their qualities? Why do students admire such qualities?

- Health and Life Skills, Language Arts, Social Studies

Ask students to define respect as demonstrated for self, others and the environment. Have them represent their definitions visually or dramatically.

- All subjects

Ask students to discuss patience and how people show patience. Reflect on the importance of patience, and on situations in which people need to develop the skill of patience in order to demonstrate courtesy and respect.

- All subjects

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Focus on

Courtesy and respect

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students determine appropriate social skills for dealing with people in a variety of situations. Place students into groups of three and have them role-play the following situations. Students should work on their ability to judge what is an appropriate way to handle each situation in a constructive and positive manner.

- A store clerk refuses to take an item back, even though store policy maintains items can be returned.
- A younger brother has taken your CD player and left it at a friend's place.
- Explain to someone that you are not interested in going on a date with him or her.

Students can also role-play two more situations of their own choosing.

- Career and Life Management

Ask students to discuss why they should respond courteously and respectfully to public authorities; e.g., police, fire fighter, security guard. What might happen if these people are treated disrespectfully?

- Career and Life Management

Have a student read a poem or short story to the class while the teacher or another student demonstrates disrespectful behaviour. Ask for feedback on this behaviour. Highlight the importance of audience manners.

- English

Have students work in pairs to interview each other on what constitutes positive values. Use the results to create personal creeds that reflect respectful and courteous behaviour in different contexts.

- All subjects

Have students develop social skills charts. On the left side of the chart going down the page, place the following words: caring, equality, social justice, integrity, honesty, responsibility and restraint. Across the top, place the words: definition, personal example, example of how this value applies to the course of study. (These categories can be modified to meet course goals.)

- All subjects

Ask students to define respect. Discuss differences and similarities in how teenagers, parents and elders define and show respect.

- All subjects

Discuss vandalism. Why does it occur and what happens when public property is mistreated? Ask students to consider what can be done to reduce vandalism and ensure public property is kept in good condition.

- Career and Life Management

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Ask students to consider how respect and courtesy are required for various aspects of school and study. Have them consider respect for others, for processes used in different classes, for safety procedures, and for rules and guidelines. Have them reflect on what respect and courtesy mean by creating mind maps that display the different ways and contexts in which respect and courtesy can be demonstrated.

- All subjects

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Social Competency 6: Building community

The development of interpersonal skills involved in building community through understanding and respecting others, which includes making friends; dating; being aware of others; dealing with authority figures; initiating interactions; interacting with strangers, adults, peers and co-workers; showing consideration; sharing and cooperating.

Focus on

Supporting others

Identifies, accepts and respects values and beliefs of others

What to look for

- Identifies how beliefs and values affect interactions with others
- Accepts and respects individual differences and human dignity

Determining the level of social competence

Demonstrates independently

- Demonstrates understanding and empathy for the values and beliefs of others
- Assesses how personal values and beliefs are similar to or different from those of others
- Demonstrates empathy for others in different contexts

Demonstrates with assistance

- Identifies values and beliefs of others, needs support in expressing empathy and understanding
- Identifies personal values and beliefs, needs support in assessing how they are similar to or different from those of others
- Demonstrates awareness of others and their needs in different contexts, is practising ways to demonstrate empathy for the concerns and needs of others

Demonstrates with direct teaching and support

- Is developing strategies to identify and express empathy for the values and beliefs of others
- Requires support to identify personal values and beliefs
- Requires structured learning environment to identify the needs of others in different contexts

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Focus on

Supporting others

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students determine their own personal values in a variety of situations. Present them with four or five value clarification situations related to a unit under study. After they have written their personal responses, have students compare their responses to three others in the class. Follow with a discussion about how and why people have different personal values and opinions, and why that is acceptable.

- All subjects

Discuss empathy. Can it be learned? What are some ways that empathy can be demonstrated?

- All subjects

Have students discuss how values and beliefs are reflected in selected literature they are reading. Have them create a comparison chart that identifies values and beliefs, gives an example of how values and beliefs are revealed by characters in the story, and provides a personal reaction to the story.

- Language Arts

Have students look for examples of empathy in media stories. Ask them to relate those examples to situations in their own lives.

- Health and Life Skills, Language Arts

Ask students to reflect on how empathy can be demonstrated in group settings. What are some situations in which empathy would be important?

- All subjects

Have students discuss the value of empathy in relationships they have.

- Health and Life Skills

Ask students to consider how the values and beliefs of society are reflected in different subject areas, such as mathematics and science. Compare these values and beliefs to those reflected in other subjects, such as social studies.

- Social Studies, Science, Mathematics

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Focus on

Supporting others

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students participate in a cross-over debate. Choose a controversial issue from the social studies course and have students work in small groups to debate the issue. Half the group debates in favour of the issue and the other half against. Once the debate is finished, have students change their stance and debate it again. Encourage understanding that there are at least two viable sides to issues and that citizens need to be able to express their views fully.

- Social Studies

Ask students to create their own versions of the song "Your hip bone is connected to your thigh bone" to teach to younger students. Have them adapt the song to illustrate the interdependence of our body systems. Ask students to reflect on the ways interdependence is reflected in emotional as well as physical aspects of life.

- Career and Life Management, Sciences

Ask students to discuss the use of formulas in science and math. What would happen if people had to re-prove every theory? Why is trust in research so important? Why is trust in life important?

- Sciences, Mathematics

Discuss empathy. Can it be learned? What are some ways that empathy can be demonstrated?

- All subjects

Have students discuss how values and beliefs are reflected in literature or in the media. Have them create Venn diagrams to compare the values and beliefs they identify with their own.

- English

Ask students to reflect on how empathy can be demonstrated in different social contexts. What are some situations in which empathy would be important?

- All subjects

Have students discuss the value of empathy in relationships they have.

- Career and Life Management

Ask students to list attitudes and values that are important for scientists. Have them consider how each attitude and value can be displayed in other areas of life. Have students select one attitude and create a sphere of influence chart (using concentric circles) to demonstrate how the attitude affects self and others.

- Sciences

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Social Competency 6: Building community

The development of interpersonal skills involved in building community through understanding and respecting others, which includes making friends; dating; being aware of others; dealing with authority figures; initiating interactions; interacting with strangers, adults, peers and co-workers; showing consideration; sharing and cooperating.

Focus on

Building community

Participates in and respects community activities and common goals

What to look for

- Identifies and assesses personal connections to the community
- Identifies, respects and assesses personal and community expectations, norms and boundaries
- Makes positive contributions to communities; e.g., family, peers, adults, neighbourhood, school, agencies, by volunteering time

Determining the level of social competence

Demonstrates independently

- Participates and volunteers in community activities
- Identifies community goals and boundaries
- Models appreciation and respect for diversity of perspectives and beliefs reflected in a community

Demonstrates with assistance

- Identifies options and opportunities for participation in community activities, needs support to develop participation strategies
- Demonstrates awareness of community goals and boundaries
- Identifies diversity of perspectives and beliefs reflected in a community

Demonstrates with direct teaching and support

- Needs structured learning environment to identify community goals and strategies for participation
- Is developing awareness of community goals and boundaries
- Needs direct teaching and support in developing awareness of diversity of perspectives and beliefs

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Focus on

Building community

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students identify opportunities to volunteer in their school or community by completing an inventory of which not-for-profit organizations, churches or associations need volunteers. Consider asking students to volunteer at one of the agencies in the inventory.

- Health and Life Skills, Language Arts, Social Studies

Ask students to find examples in media or literature that demonstrate community spirit. Have them reflect on how those examples relate to the community spirit in their neighbourhoods.

- Language Arts, Social Studies

Have students work in pairs to define what is meant by community and community building.

- Health and Life Skills, Language Arts, Social Studies

Ask students to identify the boundaries and expectations that the community has on youth and adults. What rules have to be followed? Why are there rules in a community context? What are the differences between formal and informal rules?

- Health and Life Skills, Language Arts, Social Studies

Have students work in small groups to create comic books about their community. Have groups share their work.

- Language Arts, Social Studies

Have students work in small groups to prepare media kits on the current condition of their community, and plans for strengthening community activities through participation. Have students focus on a particular issue and include news clippings, photographs and interviews in their media kits.

- Health and Life Skills, Language Arts, Social Studies

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Focus on

Building community

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students complete a study of what services; e.g., health, sports, recreation, education, employment, are available within their home or school community. (Define the size and extent of the community.) Have students look at access, location and purpose of each service in the community.

- Career and Life Management, Social Studies

Ask students to find examples in media or literature that demonstrate community spirit. Have them reflect on how those examples relate to the community spirit in their neighbourhoods.

- English, Career and Life Management

Have students work in pairs to develop action plans to encourage community building in their school or neighbourhood. Present the action plans to the school administration or community league.

- Career and Life Management, English

Ask students to identify the boundaries and expectations that the community has on youth and adults. What rules have to be followed? Why are there rules in a community context? What are the differences between formal and informal rules?

- Career and Life Management, Social Studies, Physical Education

Have students work in small groups to design Web sites about their community. Have groups share their work.

- Career and Life Management, Social Studies

Have students work in small groups to prepare press releases on the current condition of their community, and plans for strengthening community activities through participation. Have students focus on a particular issue and include news clippings, photographs and interviews in their press releases.

- Career and Life Management, Social Studies

Ask students to discuss what is meant by professional or occupational communities. Have them discuss the values and attitudes that are part of such communities, and the ways these communities contribute to society.

- Career and Life Management

Have students create mind maps that illustrate the different communities they are part of. Encourage them to include work, school and activity or interest groups they belong to. Have students consider the types of relationships that exist in such communities and the positive effects.

- Career and Life Management

Have students research and debate the issue of gangs. Ask them to consider the ways that gangs become communities and the detrimental effects they have on communities.

- Career and Life Management, Social Studies

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Social Competency 7: Teamwork

The ability to work as part of a team, accomplish group goals, and develop both interpersonal and response skills that include asserting oneself, making friends, being aware of and understanding others, dealing with authority figures, initiating interactions, receiving feedback, following directions, dealing with criticism, resolving conflicts and solving problems.

Focus on

Team expectations

Identifies pressures placed on teams in varying contexts

Participating on a team

Works independently and cooperatively to contribute to team goals

Taking leadership

Identifies and applies the processes and expectations involved in developing leadership skills

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Social Competency 7: Teamwork

The ability to work as part of a team, accomplish group goals, and develop both interpersonal and response skills that include asserting oneself, making friends, being aware of and understanding others, dealing with authority figures, initiating interactions, receiving feedback, following directions, dealing with criticism, resolving conflicts and solving problems.

Focus on

Team expectations

Identifies pressures placed on teams in varying contexts

What to look for

- Identifies expectations placed on teams in varying contexts

Determining the level of social competence

Demonstrates independently

- Identifies expectations created by varying team contexts

Demonstrates with assistance

- Identifies varying team contexts, needs support in identifying team expectations

Demonstrates with direct teaching and support

- Needs support in responding appropriately to team expectations, reacts to team pressures

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Focus on

Team expectations

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work as a team (with either a specific task in a class situation or goal in a sport situation) to develop expectations for each team member to fulfill. Students should clarify outcomes, establish short and long-term goals and define expectations for each member.

- All subjects

Ask students to identify common core values and attributes for students in a caring school and classroom. Design slogans to illustrate each value. Consider how common core values and attributes require teamwork.

- All subjects

Have students list the pressures experienced in team settings. Ask them to consider strategies and techniques to reduce pressures.

- All subjects

Ask students to consider ways that competition in academic, social and sports contexts can be both positive and negative. Have them work in small groups to role-play examples.

- All subjects

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Focus on

Team expectations

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to list the attitudes required for successful teamwork. Then, have them set group goals that include responsibilities for all members.

- All subjects

Ask students to identify common core values and attributes for students in a caring school and classroom. Design slogans to illustrate each value. Consider how common core values and attributes require teamwork.

- All subjects

Have students list the pressures experienced in team settings. Compare these pressures to pressures experienced in social and classroom settings. Develop a plan for implementing strategies and techniques to reduce pressures.

- All subjects

Ask students to consider ways that competition affects them in different contexts. Have them develop a list of strategies to deal with pressures of competition and a list of benefits they gain from competitive situations.

- All subjects

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Social Competency 7: Teamwork

The ability to work as part of a team, accomplish group goals, and develop both interpersonal and response skills that include asserting oneself, making friends, being aware of and understanding others, dealing with authority figures, initiating interactions, receiving feedback, following directions, dealing with criticism, resolving conflicts and solving problems.

Focus on

Participating on a team

Works independently and cooperatively to contribute to team goals

What to look for

- Identifies team and individual strengths and talents
- Gives and receives feedback in an appropriate, effective manner
- Assumes various roles in team contexts

Determining the level of social competence

Demonstrates independently

- Identifies personal strengths and those of others on a team
- Models effective strategies for giving and receiving feedback to others in team contexts
- Demonstrates willingness to negotiate and take on various roles within team contexts

Demonstrates with assistance

- Identifies personal needs in team contexts, needs support to identify strengths of self and others
- Identifies effective strategies for giving and receiving feedback, is developing ability to apply such strategies
- Demonstrates willingness to take on various roles within team contexts, is learning to negotiate own roles

Demonstrates with direct teaching and support

- Needs support to differentiate between individual and cooperative contexts
- Requires structured learning environment to learn to give and receive feedback
- Identifies various roles within team contexts, needs support to take on different roles

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Focus on

Participating on a team

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students define various roles in a group. These roles include leader, recorder and members with specific tasks according to the group assignment. Once roles have been defined, have students assume different roles in the group. Students should rotate through the roles as they complete group assignments.

- All subjects

Encourage students to volunteer time with an organization, such as the Special Olympics. Have students work as a class to research and generate a list of such organizations. These organizations have a variety of purposes that can be linked to various school subjects. Ask students to reflect on the effect they have on others when they are involved in volunteer team efforts.

- All subjects

Have students consider all the ways they participate in team efforts in different subject areas. Ask them to list the attributes needed to participate effectively and develop team-building strategies. What are some ways that groups can develop into a team?

- All subjects

Ask students to practise giving and receiving feedback in ways that support team members. Have them practise feedback strategies through role-play in different contexts, including work groups, team sports and peer group settings.

- All subjects

Have students consider the individual attributes required to be an effective member of a team. Ask them to develop personal action plans to identify and develop the attributes that they need to work on.

- All subjects

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Focus on

Participating on a team

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have each student assume a distinct role within a small group. Assign tasks that allow each student to have a distinct role and make a contribution to achieving a group goal. Each student could complete a section of a research report assignment or assume responsibility for a communication skill, such as paraphrasing, questioning, giving feedback.

- All subjects

Ask students to discuss the desire to be part of a group or activity; e.g., pick-up basketball or weekend party, and the fear of rejection. List ways to approach a group or individual and ask to be included.

- All subjects

Ask students to identify situations when others were left out of an activity and how they reacted. List ways to be included; e.g., wait, express yourself, ask to be included.

- All subjects

Discuss why some students are unsuccessful at sports; e.g., lack of skill, effort or equipment. List steps to avoid failure and possible sources of support or encouragement.

- Physical Education

Ask students to practise giving and receiving feedback in ways that support team members. Have them practise feedback strategies through role-play in different contexts, including work groups, team sports and peer group settings.

- All subjects

Have students work in small groups to discuss the individual attributes and skills required to be effective members of a team in multiple contexts, such as school, work and sports activities. Ask them to develop profiles of attributes and skills. Present the profiles to other groups.

- All subjects

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Social Competency 7: Teamwork

The ability to work as part of a team, accomplish group goals, and develop both interpersonal and response skills that include asserting oneself, making friends, being aware of and understanding others, dealing with authority figures, initiating interactions, receiving feedback, following directions, dealing with criticism, resolving conflicts and solving problems.

Focus on

Taking leadership

Identifies and applies the processes and expectations involved in developing leadership skills

What to look for

- Demonstrates skills related to leading and following in team contexts
- Demonstrates understanding of one's own and others' leadership styles
- Applies the process of establishing expectations and improving leadership skills

Determining the level of social competence

Demonstrates independently

- Models skills related to leading and following, such as giving feedback, managing time, listening, empathizing and respecting others
- Identifies, applies and assesses different leadership styles in various contexts, including school and community
- Assesses expectations of leaders in team contexts

Demonstrates with assistance

- Identifies skills related to leading and following in various team contexts
- Identifies personal leadership style in various contexts, needs support in assessing effectiveness of different styles
- Identifies expectations of leaders in team contexts, needs support in assessing expectations and effects on self

Demonstrates with direct teaching and support

- Requires structured learning environment to differentiate and develop skills related to leading and following in various team contexts
- Needs support in identifying personal leadership skills and applying skills to various contexts, including school and community
- Identifies expectations of self in team contexts, needs support in assessing the expectations of others

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Focus on

Taking leadership

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students develop individual leadership profiles by listing the qualities of an effective leader. Then, work in small groups to create a group leadership profile. The group profile should include understanding of the expectations of a leader, different leadership styles, etc.

- All subjects

Ask students to discuss the importance of doing their best at all tasks and how this leads to self-improvement. How does self-improvement contribute to the development of leadership skills?

- All subjects

Ask students to identify occupations of interest to them. Then, have students list the leadership skills reflected in each job. Ask them to prioritize each list (jobs and leadership skills) in terms of their own interests. Would this list be the same as their parents? Why would others have different priorities? What implications does this have for leaders?

- Health and Life Skills, Physical Education

Have students identify the attributes of a leader. Have them complete self-inventories of the attributes they have and those they wish to develop.

- All subjects

Have students identify the tasks that leaders take on in a group context. Ask them to consider how different contexts require different leadership skills. What implications does this have for respecting the abilities of everyone to become a potential leader?

- All subjects

Ask students to consider the difference between leading and following. Develop a story, visual or role-play to illustrate the difference. Apply the stories to different contexts and subject areas.

- All subjects

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Focus on

Taking leadership

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students, working in small groups, take turns assuming leadership roles. This could be part of an assignment where students study the leadership styles of major figures of the 20th century. After this analysis, students could take turns as leaders for a group project, assuming responsibility for the assignment.

- Career and Life Management, Physical Education, Social Studies

Ask students to work in groups to research and present reports on great leaders. Identify how they were influential in direct and indirect ways; e.g., Margaret Mead, J. Robert Oppenheimer, Robert Maynard Hutchins, Alfred Sloan, Pierre Trudeau, Mahatma Gandhi, Eleanor Roosevelt, Martin Luther King.

- English, Social Studies

Ask students to discuss the difference between leadership (teaching others and sharing what you know best), and following (when you respect and are learning from others). Have them discuss how both are equally important. Cite examples of effective leading and following. Develop lists of the pros and cons of being a leader and follower.

- All subjects

Ask students to consider: When is it positive to be a follower (when learning something new, in unfamiliar territory, when there is a person in authority)? When is it negative to be a follower (when harmful to you or group, when activity is immoral or illegal)?

- All subjects

Have students discuss how personal and societal ethics affect leaders and followers. Ask them to look at the implications for leaders in different areas, such as science and technology, social issues and literature.

- All subjects

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Focus on

Identifying problems

Identifies and defines problems in a variety of social contexts

Generating alternatives

Understands the context of a problem

Making decisions

Uses effective strategies to solve problems and make informed decisions in a variety of social contexts

Implementing decisions

Implements decisions

Evaluating results

Uses strategies to evaluate the results of decisions in a variety of social contexts

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Focus on

Identifying problems

Identifies and defines problems in a variety of social contexts

What to look for

- Identifies and defines problems within varying social contexts
- Makes connections between problem identification and value exploration

Determining the level of social competence

Demonstrates independently

- Explores problems or situations requiring decisions by asking questions and being aware of feelings of self and others
- Makes connections between problems or decisions, and the value systems and traditions represented

Demonstrates with assistance

- Identifies problems or situations requiring decisions, needs support to develop questioning strategies
- Requires support and encouragement to make connections between problems or decisions, and the value systems and traditions represented

Demonstrates with direct teaching and support

- Needs direct teaching and support to initiate a problem-solving or decision-making process
- Requires structured assistance and support to identify problems or situations requiring decisions
- Requires structured learning environment to learn that there are connections between problems or decisions, and the value systems and traditions represented

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Focus on

Identifying problems

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in pairs to identify current concerns and issues they find compelling; e.g., youth crime, justice, stereotyping, fairness.

- All subjects

Have students analyze the causes of problems in a social context by writing down their feelings resulting from personal problems they experienced with another student. Discuss how values and traditions can be a factor in creating problems.

- All subjects

Ask students to practise paraphrasing statements expressed by others, asking questions for clarification, or requesting additional information in order to identify problems and issues. Have them use issue and problem-based situations for practice.

- All subjects

Ask students to identify social problems of current interest to them. Have them analyze the problems by looking at the conflicting values represented by the different perspectives involved.

- All subjects

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Focus on

Identifying problems

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students analyze a film by discussing different social contexts in the film, character perspectives and choices made.

- English, Social Studies, Career and Life Management

Have students work in pairs to identify current concerns and issues they find compelling; e.g., youth crime, justice, stereotyping, fairness. Have them identify conflicting values inherent in such issues.

- All subjects

Have students use a metaphor, such as "life is a highway," to identify other associated metaphors, such as "potholes, detours, right turns, dead ends" that reflect social issues and problems.

- All subjects

Have students work through a process for problem identification. Present students with data that include a problem that can be identified. Students can use the following questions to help identify problems.

- What is the major idea?
- What are the various points of view?
- Can I identify the problem?
- How can the problem be clarified?
- How can the problem be stated in a concise form?
- All subjects

Ask students to explore and compare problem-solving techniques used in different subject areas. Illustrate on posters and share the process with the large group.

- All subjects

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Focus on

Generating alternatives

Understands the context of a problem

What to look for

- Identifies the causes and contexts for solving problems
- Describes alternative choices and identifies who will be affected by those choices

Determining the level of social competence

Demonstrates independently

- Identifies different points of view and their impact on problems
- Determines who is involved and affected by problems
- Determines how different points of view impact others

Demonstrates with assistance

- Identifies different points of view, needs support in examining their impact on problems and others
- Determines, with support, who is involved and affected by problems

Demonstrates with direct teaching and support

- Is aware of different points of view involved, needs direct teaching and support to identify their impact on problems and others
- Requires structured teaching to identify who is involved and affected by problems

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Focus on

Generating alternatives

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in pairs to examine different map projections and use them to illustrate how different assumptions and perceptions can result in different beliefs and ways of presenting information.

- Social Studies

Have students work in small groups to prepare questions for a debate on a controversial topic. Have students consider: What alternatives exist? What criteria should be used to examine alternatives? What are the effects of different alternatives? What are the points of view involved? What is the context of the issue?

- All subjects

Have students brainstorm ways to make informed and responsible decisions about personal problems. Students should consider personal and family values and ethics. Once the activity is completed, have students write a private journal entry about alternatives to consider when making decisions that reflect positive lifestyle choices.

- Health and Life Skills

Have students work in pairs to create a list of alternatives to a problem. The alternatives should show an understanding of different points of view and how they affect individuals involved. Students should develop and apply criteria for assessing alternatives.

- All subjects

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Focus on

Generating alternatives

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in pairs to examine different map projections and use them to illustrate how different assumptions and perceptions can result in different beliefs and ways of presenting information. Have students research the development of the different projections and identify alternative world views that existed during those times.

- Social Studies

Have students work in small groups to prepare questions for a debate on a controversial topic. Have students consider: What alternatives exist? What criteria should be used to examine alternatives? What are the effects of different alternatives? What are the points of view involved? What is the context of the issue?

- All subjects

Have students analyze an article, relevant to the course of studies, for various alternative solutions or points of view. Students should:

- summarize the alternatives
- determine criteria for comparing alternatives
- determine the consequences of each alternative
- outline who would be affected by each alternative.

- All subjects

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Focus on

Making decisions

Uses effective strategies to solve problems and make informed decisions in a variety of social contexts

What to look for

- Describes and applies the steps and tasks involved in solving problems and making decisions

Determining the level of social competence

Demonstrates independently

- Follows a process to solve problems and make informed decisions that includes considering the implications, those affected, the information available and the involvement of those affected by the decision

Demonstrates with assistance

- Identifies the process involved in solving problems and making informed decisions, requires support to apply the process to decision making

Demonstrates with direct teaching and support

- Requires structured teaching to identify and use the problem-solving and decision-making process

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Focus on

Making decisions

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have each student analyze a personal concern and reach a decision on how best to deal with it. Then, ask students to develop personal work plans. Suggest the following steps:

- identify the solution
- outline the steps in implementing the plan
- implement the steps
- see the plan to conclusion.

- All subjects

Ask students to discuss why rules are important in school, family and community. Elicit the need for rules to provide boundaries for behaviour and set common social expectations. Have students discuss why rules can cause problems and create issues that require decision making.

- All subjects

Ask students to make their own plans for reaching decisions and apply their plans to problems or issues.

- All subjects

Ask students to list the types, and pros and cons of various processes in making decisions; e.g., consensus, majority rules or authoritarian. Have them work in small groups to select one process and develop a role-play to demonstrate application of the process they selected.

- All subjects

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Focus on

Making decisions

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to explore the effects of a recent decision made by a level of government; e.g., local, provincial or federal. Students should identify and discuss who is affected and how they are affected.

- Social Studies

Have students work in small groups to develop a model for solving problems or making decisions. In some contexts, this model could be an adaptation of the inquiry model and be applied to examining an issue related to the course. In others, the model could be one that would be useful for making personal or self-management decisions.

- All subjects

Have students answer the following questions to develop a personal mission statement. Who am I? What are my greatest strengths? When do I feel happiest? How can I make the world a better place for others? Have them consider ways to apply their personal mission statements to decision making in both academic and social contexts.

- All subjects

Ask students to list the types, and pros and cons of various processes in making decisions; e.g., consensus, majority rules or authoritarian. Have them work in small groups to select one process and develop a role-play to demonstrate application of the process they selected.

- All subjects

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Focus on

Implementing decisions

Implements decisions

What to look for

- Uses identified steps and tasks to implement decisions

Determining the level of social competence

Demonstrates independently

- Identifies and applies the steps and tasks involved in implementing decisions, including clear communication, justification, taking steps to make improvements and modifications as necessary, and creating an action plan

Demonstrates with assistance

- Applies some of the steps involved in implementing decisions, requires support to check that all the steps and tasks involved have been considered

Demonstrates with direct teaching and support

- Requires structured learning environment to identify and use the steps and tasks involved in implementing decisions

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Focus on

Implementing decisions

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students select a current issue or problem they have been researching and prepare a presentation on the topic to an elementary class.

- All subjects

Ask students to identify factors that help or hinder in implementing decisions. Have them use these to develop action plans to implement solutions or decisions.

- All subjects

Ask students to articulate and rationalize reasons for accepting one decision and rejecting others by using a two-column analysis chart to record their reasons.

- All subjects

Have students identify peer or classroom contexts in which they implemented decisions or solutions to issues or problems. Have them identify ways to continue to do this as part of a self-growth or goal-setting exercise; e.g., a decision to make eye contact when someone is talking in order to be a better listener can be implemented continuously and become a personal goal.

- All subjects

Have students work individually or in small groups to develop personal or group plans of action to solve a problem of current concern. Have them visually illustrate how they are going to implement their plans.

- All subjects

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Focus on

Implementing decisions

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students select a current issue or problem they have been researching and prepare a presentation on the topic to an elementary or junior high class.

- All subjects

Have students work in small groups to construct work plans for projects. The plans could be developed to help students cope with assignments and assessments, or be targeted at ways to make group decisions or determine the best solutions to problems.

- All subjects

Ask students to develop personal mission statements for social action and share them with others; e.g., "I will be kind to one more person each day." Ask them to reflect on ways to implement their personal mission statements.

- All subjects

Ask students to identify the factors necessary to successfully implement decisions. Have them use these factors to develop action plans to implement solutions or decisions.

- All subjects

Ask students to articulate and rationalize reasons for accepting one decision and rejecting others by using a two-column analysis chart to record their reasons.

- All subjects

Have students identify peer or classroom contexts in which they implemented decisions or solutions to issues or problems. Have them create flowcharts that detail how they implemented the decisions or solutions and share them with another student. Ask each student to provide feedback.

- All subjects

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Social Competency 8: Problem solving and decision making

The ability to use strategies to look at possibilities and opportunities, anticipate possible consequences of solutions, and develop response skills that include accepting consequences of behaviour, resolving conflicts, solving problems and dealing with stress.

Focus on

Evaluating results

Uses strategies to evaluate the results of decisions in a variety of social contexts

What to look for

- Assesses the results and impact of solutions or decisions
- Assesses the process used in problem solving and decision making

Determining the level of social competence

Demonstrates independently

- Identifies and reviews the impact of decisions or solutions on self and others
- Demonstrates empathy for others affected

Demonstrates with assistance

- Requires support in identifying and reviewing the impact of decisions or solutions on self and others
- Accepts that others are affected by decisions or solutions, needs support to demonstrate empathy for those affected

Demonstrates with direct teaching and support

- Requires structured learning environment to identify the impact of decisions or solutions on self and others
- Needs support to recognize and discuss how others are affected by decisions or solutions, and demonstrate empathy for those affected

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Focus on

Evaluating results

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to work in small groups to develop evaluation and assessment tools they can use to examine the results of their decisions. Have them develop other tools to examine the impact of decisions. Discuss the difference between results and impact. Provide students with examples of tools they can use as models.

- All subjects

Have students define consequences. Ask them to discuss why consequences should be considered when evaluating the results and impact of decisions. Ask students to think about how consequences apply to self and others in the same situation.

- All subjects

Ask students to create comic strips that depict ethical dilemmas and resolutions. Alternatively, students can complete a piece of creative writing. Ask them to exchange their comic strips or creative writing with partners. Evaluate and assess solutions to the dilemmas by identifying the results and impact.

- All subjects

Ask students to look at differences in the processes used to evaluate decisions in different subject areas. What can be learned from the decision-making and evaluation processes used in different subject areas?

- All subjects

Have students identify areas for improvement in the ways they implement decisions or solutions.

- All subjects

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Focus on

Evaluating results

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students develop their own processes for assessing results when solving problems or making decisions. Have them create retrieval charts to aid in their ability to make decisions or solve problems. On the left side of the chart insert: summary of each alternative, strengths and weaknesses of each alternative, and most appropriate alternative.

- All subjects

Ask students to develop role-plays that depict ethical dilemmas and resolutions. The dilemmas can be linked to various issues in subject areas; e.g., environment, relationships, politics, media. Ask them to present their role-plays, and have the class evaluate and assess the solutions by identifying the results and impact.

- All subjects

Ask students to look at differences in the processes used to evaluate decisions in different subject areas. What can be learned from the decision-making and evaluation processes in different subject areas?

- All subjects

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Social Competency 9: Finding information

The ability to use strategies to locate various sources of information and assess the value of the information obtained in relation to problem solving in social contexts.

Focus on

Determining information needs

Uses strategies to find information to solve problems and make decisions in social contexts

Locating and assessing information

Uses strategies to locate and assess information relevant to the social context

Using information

Uses information relevant to the social context

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Social Competency 9: Finding information

The ability to use strategies to locate various sources of information and assess the value of the information obtained in relation to problem solving in social contexts.

Focus on

Determining information needs

Uses strategies to find information to solve problems and make decisions in social contexts

What to look for

- Identifies the type of information required in the problem-solving and decision-making process
- Makes connections between the type of information required and the social context

Determining the level of social competence

Demonstrates independently

- Describes importance of planning to find and use information for problem solving and decision making
- Identifies and uses strategies to determine information needs
- Determines the information required relevant to the context

Demonstrates with assistance

- Recognizes the importance of planning, needs support to determine information needs
- Recognizes information relevant to the context, needs support to determine types of information required

Demonstrates with direct teaching and support

- Needs direct teaching and support to plan and use strategies to determine information needs
- Recognizes social contexts, needs support to recognize and identify relevant information

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Focus on

Determining information needs

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to investigate an ideal place to live. Have students identify the types of information they need to complete their research. How would this information influence their decision making?

- Health and Life Skills, Social Studies, Language Arts

Have students use a planning process to construct collages on emotional issues. Have them develop a plan for their research that identifies various sources of information, such as agencies, individuals, print, media sources. Have them construct an outline of the scope of the topic and written summaries of what will be included in their collages.

- Health and Life Skills, Language Arts

Have students work in pairs to complete an activity on locating specific information on a topic. This activity should include working from a general topic to more specific areas, as well as using a variety of sources. Sources can include: card catalogues, Reader's Guide, Internet search engines. Ask students to consider how a similar process of identifying information needs is relevant to making decisions on emotional issues.

- All subjects

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Focus on

Determining information needs

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to investigate the factors that make certain places the best places to live. Have students focus on cities, geographic areas or countries. Have them identify the types of information they need to complete their research. How does this information influence their decision making?

- Career and Life Management, Social Studies

Have students analyze a variety of information sources—print, audiovisual and Internet sources. Ask them to compile as long a list as possible, with as wide a variety as possible. Have students discuss how information is important to solving problems and making decisions in a social context.

- All subjects

Ask students to identify public agencies that provide information or services; e.g., tourist offices, consulates, social services. Call the agencies and request specific information. Share the results with the large group.

- All subjects

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Social Competency 9: Finding information

The ability to use strategies to locate various sources of information and assess the value of the information obtained in relation to problem solving in social contexts.

Focus on

Locating and assessing information

Uses strategies to locate and assess information relevant to the social context

What to look for

- Identifies and uses different strategies for locating and assessing information
- Considers the social context when planning and pursuing information searches

Determining the level of social competence

Demonstrates independently

- Identifies and applies factors that help in locating and assessing information: the quality, amount and process used to plan and gather information
- Makes connections between information gathered and the context in which it is used

Demonstrates with assistance

- Recognizes factors that help in locating and assessing information
- Is aware of the connections between information gathered and the context in which it is to be used, needs support in developing ways connections can be used in assessing information

Demonstrates with direct teaching and support

- Is developing strategies to recognize the factors that help in locating and assessing information

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Focus on

Locating and assessing information

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students continue their work in small groups to investigate ideal places to live. Have them locate information sources to examine factors that affect quality of life in the places they selected. Have them use their information to create brochures and present them, as well as the process used, to another group.

- Health and Life Skills, Social Studies, Language Arts

Have students work in pairs to establish criteria for evaluating information and apply the criteria to a research project. The criteria should contain a number of elements, including quality of source, credibility, author.

- All subjects

Have students work in pairs to assess the information they collected for a research project. Have them complete the information assessment by:

- selecting the information most relevant to the activity
- giving credit to sources used; e.g., Internet, books, interviews
- using information from notes, lists, webs, charts.

- All subjects

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Focus on

Locating and assessing information

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students continue their work in small groups to investigate factors that make certain places the best places to live. Have them locate information sources to identify these factors. Have them use the information to create magazine articles and present them, as well as the process used, to another group.

- Career and Life Management, Social Studies

Have students work in small groups to complete Internet and library searches. This is a generic task that could be used in many situations using a variety of subjects. It is important to reinforce that students should make their searches as refined as possible and be as creative as they can. Have students reflect on ways information can be gathered to help understand social problems and decisions.

- All subjects

Discuss responsible investing. Research socially responsible companies and evaluate their stock over time. Does it pay to invest in such stocks? How do such companies compare with top performing companies or stocks?

- Career and Life Management, Mathematics, Social Studies

Have students work in small groups to establish criteria for assessing information. Encourage awareness of how important it is to assess the information they use. Within the broad headings of quality of information, amount of information and sources of information, determine criteria for making decisions on how useful each piece of information is to their assignments.

- All subjects

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Social Competency 9: Finding information

The ability to use strategies to locate various sources of information and assess the value of the information obtained in relation to problem solving in social contexts.

Focus on

Using information

Uses information relevant to the social context

What to look for

- Organizes and applies information to the problem-solving and decision-making process
- Assesses the impact of information on purpose and audience

Determining the level of social competence

Demonstrates independently

- Organizes information around factors used to solve problems and make informed decisions, including implications, those affected and how they are affected
- Uses information to identify and empathize with the impact of decisions or solutions on self and others

Demonstrates with assistance

- Requires support to apply information gathered to the process used to solve problems and make informed decisions
- Uses information to recognize or empathize with the impact of decisions or solutions on self and others

Demonstrates with direct teaching and support

- Requires direct teaching and support to identify how information gathered relates to the process used to solve problems and make informed decisions
- Is learning to recognize how decisions or solutions can impact self or others

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Focus on

Using information

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students construct spheres of influence charts that identify the impact of decisions or solutions on self and others. Have them reflect on the feelings of others in a journal entry.

- All subjects

Have students work in small groups to list different ways of organizing and using information to solve problems or make decisions. Ask each group to select one method to research a social issue and use the information they find to make a decision.

- All subjects

Encourage students to develop the habit of using learning logs to record the ways they use and apply information to learning and social contexts. Ask students to take 10 minutes at the end of the day to record the information they used to deal with situations involving peers and classmates; e.g., used what they knew about the effects of tobacco to say no to smoking, used what they learned about listening skills to pay attention to a friend who wanted to talk about a problem, used what they know about group skills to get their work group back on track in science.

- All subjects

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Focus on

Using information

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students work in small groups to identify useful information for a specific project. Students could assess information already collected to determine which source of information best fits the needs of the project. Or, students could collect new information to add to information already collected and assessed. This will give students the opportunity to reconsider their original assessment in light of new alternatives. This should result in a blending of the existing and new information as the basis of further analysis.

- All subjects

Have students construct spheres of influence charts that identify the impact of decisions or solutions on self and others. Have them reflect on the feelings of others in a journal entry.

- All subjects

Ask students to use learning logs to regularly track information they use in projects and activities in different classes. Have them focus on what they have learned about group skills, processes and information that affects choices in daily living.

- All subjects

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Social Competency 10: Creative thinking

The ability to use processes as observable behaviours that contribute to personal growth and as a component of the problem-solving or decision-making process.

Focus on

Exploring and focusing

Explores options for creative thinking strategies in social contexts

Developing ideas

Develops ideas through creative thinking strategies

Elaborating

Applies ideas and creative thinking strategies to social contexts

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Social Competency 10: Creative thinking

The ability to use processes as observable behaviours that contribute to personal growth and as a component of the problem-solving or decision-making process.

Focus on

Exploring and focusing

Explores options for creative thinking strategies in social contexts

What to look for

- Explores alternatives and options for addressing social needs, challenges, possibilities and dilemmas
- Recognizes and uses strategies for constructive and creative use of time, energy and commitments in personal and societal contexts

Determining the level of social competence

Demonstrates independently

- Expresses openness to exploring new ideas and options
- Uses metacognitive strategies to think about values, attitudes, rights and responsibilities
- Uses time constructively and creatively

Demonstrates with assistance

- Expresses willingness to delay making decisions until various options have been explored
- Is developing metacognitive strategies to reflect on own attitudes, rights and responsibilities
- Is developing strategies for constructive and creative use of time

Demonstrates with direct teaching and support

- Needs support to consider various options before making decisions
- Recognizes social contexts, needs support to identify relevant information
- Needs direct teaching and support to learn strategies for constructive and creative use of time

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Focus on

Exploring and focusing

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to use creative thinking skills to solve a problem. Students could be presented with a relevant problem (personal, financial) from the health and life skills course of studies. Ask them to come up with the most creative way to solve the problem. Have each group give a four-minute presentation on their solution to the class.

- All subjects

Ask students to list the things they love and hate. Have them compare their lists with others. Put the lists away and revisit them in a couple of months. Are the lists the same? What changed and why? Have students reflect on how thoughts and ideas change over time.

- Health and Life Skills, Physical Education

Have students keep a doodle page in their subject area notebooks. Encourage them to use the page to doodle thoughts and ideas about projects, what they are learning and what is happening in class. Have students revisit their doodle pages at the end of each week and select ideas they would like to pursue.

- All subjects

Ask students to track the amount of time they spend on different subjects and activities over the course of a week. Have them work in pairs to analyze their use of time. Ask students to provide suggestions to their partners for ways to improve their use of time.

- All subjects

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Focus on

Exploring and focusing

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students practise their creative thinking skills by presenting them with interesting and complex case studies from different subject area contexts that need to be solved. Students should be able to demonstrate fluency, flexibility, creativity, originality and elaboration in their solutions.

- All subjects

Ask students to track the amount of time they spend on different subjects and activities over the course of a week. Have them work in pairs to analyze their use of time. Ask students to provide suggestions to their partners for ways to improve their use of time.

- All subjects

Ask students to consider how ethics and creativity relate to each other. Use case studies from science to debate issues related to the creativity involved in scientific discoveries and the ethical considerations inherent in such work.

- All subjects

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Social Competency 10: Creative thinking

The ability to use processes as observable behaviours that contribute to personal growth and as a component of the problem-solving or decision-making process.

Focus on

Developing ideas

Develops ideas through creative thinking strategies

What to look for

- Generates and explores ideas and alternatives for solving problems or making decisions
- Identifies strategies to implement ideas and solutions in social contexts

Determining the level of social competence

Demonstrates independently

- Uses a variety of divergent methods for generating ideas and alternatives: brainstorming, mind mapping, discussion, etc.
- Prioritizes ideas to apply them to a social context

Demonstrates with assistance

- Uses a limited number of methods for generating ideas and alternatives
- Identifies ideas relevant to a social context, needs support in learning to prioritize

Demonstrates with direct teaching and support

- Requires direct teaching and support to develop a repertoire of methods for generating ideas and alternatives
- Requires structured practice in recognizing connections between ideas and social contexts

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Focus on

Developing ideas

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Ask students to use examples from different pieces of literature or media texts to brainstorm ways of coping with different situations. Ask students to complete a character analysis or examine the parallels between situations in literature and those in their own lives.

- Language Arts, Health and Life Skills

Have students mind map different ideas and responses to social issues or problems, such as people who are homeless, tobacco use, violence.

- Social Studies, Health and Life Skills

Ask students to select a visual organizer to help them think through alternatives for developing a piece of creative writing. Have students write about a social issue or problem.

- All subjects

Ask students to prioritize lists of options or alternatives they may have generated as part of the decision-making or problem-solving process.

- All subjects

Have students work in small groups to create bubble maps to organize their thinking and add ideas. The bubble maps can be used in a variety of contexts, including decision making, problem solving, initiating a writing assignment, thinking through the design of a project or considering assessment criteria in developing a rubric with teachers.

- All subjects

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Focus on

Developing ideas

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students construct concept webs around one major issue that has a number of solutions. Ask students to web each possible solution with as many details as they can. This allows students to expand their thinking to include several alternatives. These solutions could be evaluated by students for their appropriateness and effectiveness.

- All subjects

Ask students to use examples from different historical sources and events to brainstorm ways to cope with different situations. Ask students to examine parallels between situations throughout history and those in their own lives.

- Social Studies

Have students mind map different ideas and responses to issues or problems they identify in two or more subject areas. Have them reflect on the similarities and differences in the processes used in different fields of study.

- All subjects

Ask students to select a visual organizer to help them think through and prioritize alternatives for developing a position paper. Have students write about a social issue or problem.

- All subjects

Have students use bubble maps to organize their thinking and add ideas. The bubble maps can be used in a variety of contexts, including decision making, problem solving, initiating a writing assignment, thinking through the design of a project or considering assessment criteria in developing a rubric with teachers.

- All subjects

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Social Competency 10: Creative thinking

The ability to use processes as observable behaviours that contribute to personal growth and as a component of the problem-solving or decision-making process.

Focus on

Elaborating

Applies ideas and creative thinking strategies to social contexts

What to look for

- Applies strategies by considering details and expanding ideas
- Uses creative thinking strategies to assess and/or change attitudes and behaviour

Determining the level of social competence

Demonstrates independently

- Identifies contrasting ideas and details from a variety of sources or contexts
- Models questioning strategies to assess personal attitudes, beliefs, change and growth

Demonstrates with assistance

- Identifies contrasting ideas and details, needs support to make connections to different contexts
- Identifies questioning strategies that can be used to assess personal attitudes, beliefs, change and growth

Demonstrates with direct teaching and support

- Requires direct teaching and support to identify contrasting ideas and details, and make connections to a variety of sources or contexts
- Is learning to recognize questioning strategies that can be used to assess personal attitudes, beliefs, change and growth

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Focus on **Elaborating**

Supporting and reinforcing this focus area across the Grades 7–9 curriculum

Have students work in small groups to devise ways to expand and create new solutions to problems. Brainstorm creative ways to problem solve.

- All subjects

Work with students to identify strategies to obtain new ideas and make connections from a variety of sources; e.g., using literature to learn about how people cope with difficult situations, modeling projects on the formats used in text or media sources. Have them apply creative thinking to a project centred on a social issue or concern. Ask them to choose the type of product they want to create; e.g., news broadcast, piece of children's literature, Web site, comic book, scientific research report, dramatic production. Then, have them apply and adapt the formats used in real products to their own projects.

- All subjects

Discuss how speaking in the first person empowers others to listen more carefully and respond more openly. Have students practise making "I" statements instead of "you" statements. For example:

- I feel happy when...
- I get angry when you...
- I become anxious when you...

- All subjects

Ask students to work in small groups to develop three key questions they can use to question their behaviours and decisions. For example, Why am I making this decision? How does it affect me? How does it affect others? Have groups share their questions with another group. Have students discuss how these questions relate to attitudes, beliefs, change and personal growth.

- All subjects

Ask students to complete self-assessments of their social competencies. Provide them with a list of social skills and have them identify those they consider important, and the behaviours that constitute evidence of each skill. Have them prioritize those skills and behaviours they consider essential to their interests and involvements.

- All subjects

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Focus on

Elaborating

Supporting and reinforcing this focus area across the Grades 10–12 curriculum

Have students find new ideas to resolve existing issues. These could be issues under discussion in the course of studies or personal issues. In either case, there should be an individual or group brainstorming session so that students can expand their own thinking and, if appropriate, be part of the thinking of a group. The outcome should be new ideas, new ways to use information and new solutions.

- All subjects

Ask students to complete self-assessments of their social competencies by creating lists of social skills they consider important, and the behaviours that constitute evidence of each skill. Have them prioritize those skills and behaviours they consider essential to their career interests.

- All subjects

Ask students to work individually and then in small groups to develop three key questions they can use to question their behaviours and decisions. For example, Why am I making this decision? How does it affect me? How does it affect others? Have groups share their questions with another group. Have students discuss how these questions relate to attitudes, beliefs, change and personal growth.

- All subjects

Have students identify strategies they could use to obtain new ideas and make connections from a variety of sources; e.g., using literature to learn about how people cope with difficult situations, modeling projects on the formats used in text or media sources. Have students use their ideas to develop assessment instruments that can be used as part of the assessment of projects.

- All subjects

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